DOCUMENT RESUME

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TITLE	Behavior Modification--Emotionally Disturbed and Behavior Problems. A Selective Bibliography. Exceptional Child Bibliography Series No. 608.
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ABSTRACT

The annotated bibliography on Behavior Modification--Emotionally Disturbed and Behavior Problems contains approximately 80 abstracts and associated indexing information for documents or journal articles published from 1965 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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Behavior Modification—Emotionally Disturbed And Behavior Problems

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 608

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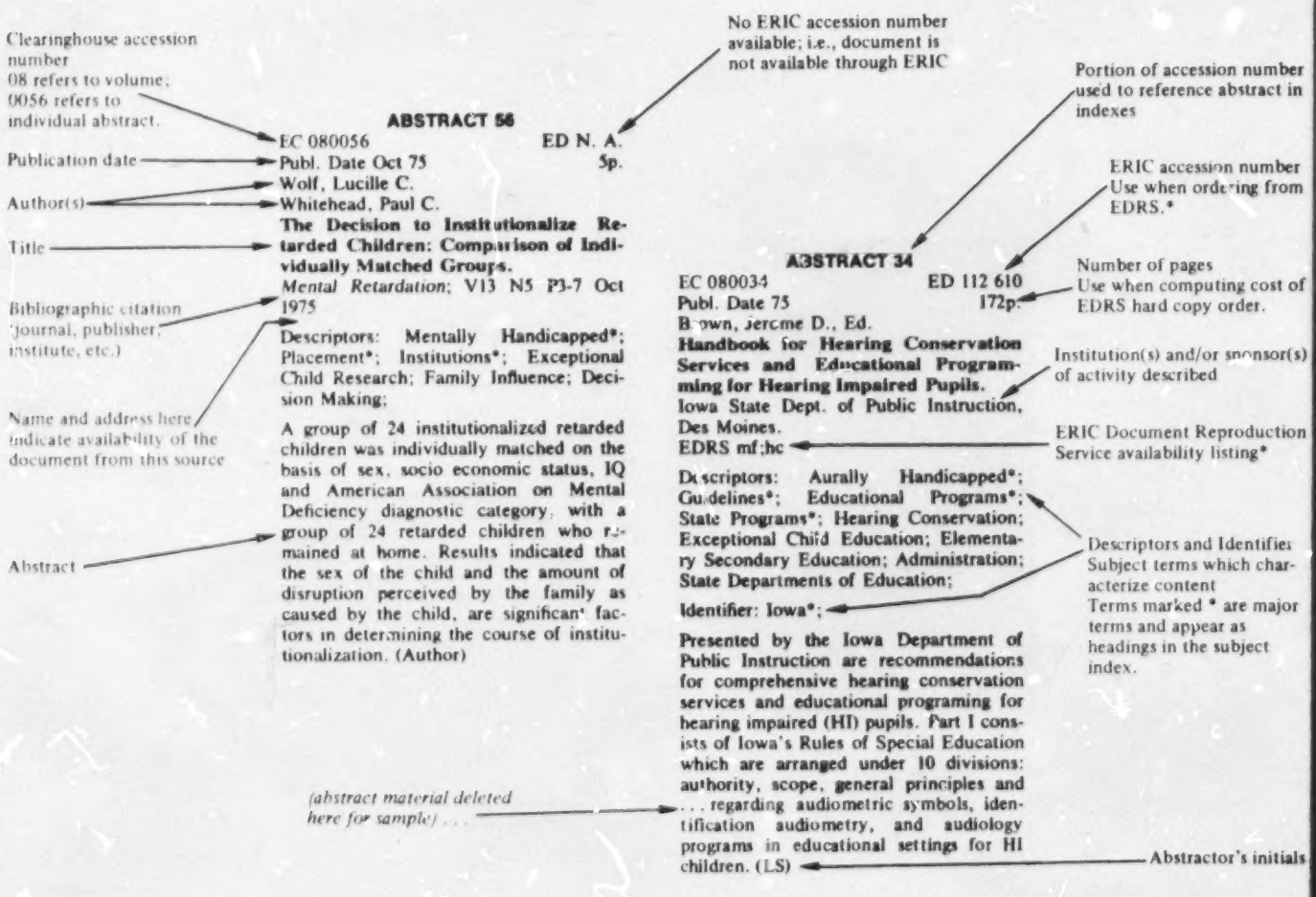
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Portion of accession number used to reference abstract in indexes
ABSTRACT 56
EC 080056
ED N. A.
5p.
Publication date
Publ. Date Oct 75
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Number of pages
Use when computing cost of EDRS hard copy order.
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifier Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790
**Broadway, New York, New York 10019

Archives of Otalaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 330 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally
**Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association
**Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Pasel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Nethercote Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 368

EC 000 786 ED 015 587
Publ. Date 13 Mar 65 9p.
Wilson, John A. R.
Exploratory Study of the Effects of Individual Work on the Functioning of Maladjusted Preschool Children, a Paper Presented to the California Educational Research Association, Santa Rosa, March 15, 1965.
California Univ., Santa Barbara
EDRS Price 0.25;0.44

Descriptors: exceptional child research; emotionally disturbed; reinforcement; behavior; preschool children; socially maladjusted; operant conditioning; behavior change; children; educational research; individual needs; learning activities; learning experience; learning theories; socially deviant behavior; case studies (education)

An exploratory study of the applicability of a three-level theory of learning when used as a framework for emotional social learning is reported in this paper. Socially hostile preschool children were to be pleasurably reinforced for desirable activities, helped to see the relationship between the pleasure and the activities, and finally to see themselves as the kind of person who operates in a desirable manner. Case studies of preliminary work with five children are presented. Results indicate that the program was a probable, but unproven, success and that the ideas are worthy of further research. (RS)

ABSTRACT 402

EC 000 582 ED 012 996
Publ. Date 65
Hill, Paul L.
Solving Behavior Problems.
EDRS Price 0

Descriptors: exceptional child education; behavior; emotionally disturbed; teaching methods; behavior change; behavior problems; teacher role; milieu therapy; children

Guidelines for recognizing and working out solutions to specific classroom behavior problems are discussed. Suggestions that can be implemented by the classroom teacher are presented for problems grouped under overt behavior patterns, withdrawal behavior patterns, the socially shunned, and organic problems. Procedures for obtaining help and a list of sources of help are included. This document was published by the F.A. Owen Publishing Company, Dansville, New York 14437, and is available for $1.25. (JW)

ABSTRACT 623

EC 002 754 ED 024 183
Publ. Date 68 373p.
Hewett, Frank M.
The Emotionally Disturbed Child in the Classroom: A Developmental Strategy for Educating Children with Maladaptive Behavior.
EDRS not available
Allyn And Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($10.60).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; learning; children; educational diagnosis; educational strategies; educational objectives; classroom techniques; classroom design; program evaluation; curriculum; attention control; learning characteristics; behavior; behavior change; learning experiences; achievement; Santa Monica Project

The emotionally disturbed child is presented as a learning problem whose difficulties can be helped by the teacher and school. The description of educational goals, methodology, and assessment includes the psychodynamic-interpersonal, sensory-neurological, and behavior modification strategies; a developmental sequence of educational goals; methodology of the learning triangle of task, reward, and structure; and educational assessment of emotionally disturbed children. Specific classroom practices detailed concern attention level, response level, order level, exploratory and social levels, and mastery and achievement levels. Total classroom design for emotionally disturbed children is explained, and the curriculum of the Santa Monica Project which developed and evaluated engineered classroom design is reviewed. Appendixes provide a student assessment inventory, parent and teacher rating scales, task attention criteria, and a bibliography of 208 items. (JD)

ABSTRACT 805

EC 003 157 ED 025 084
Publ. Date Apr 67 403p.
Krasner, Leonard, Ed.; Ullmann, Leonard P., Ed.
Research in Behavior Modification; New Developments and Implications.
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($10.50).

Descriptors: exceptional child research; behavior; reinforcement; speech; psychotherapy; behavior patterns; pathology; behavior change; socially deviant behavior; verbal operant conditioning; behavioral science research; hypnosis; medical case histories; computers; stuttering; social values; speech therapy

Fifteen articles by different authors discuss behavior modification in terms of research, training, and social application. Topics considered include the classification of behavioral pathology, the extension of learning principles to human behavior, studies of normal and deviant child behavior, operant conditioning of two speech-deficient boys, stuttering and fluency as manipulatable operant response classes, studies of interview speech behavior, verbal conditioning and psychotherapy, and the human reinforcer in verbal behavior research. Also provided are articles on vicarious human reinforcements, the reinforcement of individual actions in a group situation, attempted behavior manipulation in a psychiatric ward, designing neurotic computers, and modeling procedures and hypnosis as modification techniques. An introduction to research, a summary, and implications are provided. (JD)

ABSTRACT 1144

EC 003 997 ED N.A.
Publ. Date Mar 67 8p.
Hewett, Frank M.
Educational Engineering with Emotionally Disturbed Children.
California University, Los Angeles, Neuropsychiatric Institute
EDRS not available
Exceptional Children; V33 N7 P459-67 Mar 1967

Descriptors: exceptional child education; emotionally disturbed; behavior change; teacher role; operant conditioning; classroom design; classroom arrangement; reinforcement; student evaluation; teaching methods; classroom furniture; classroom environment

An engineered classroom is presented as a behavior modification model for emotionally disturbed children, in both institutional and public schools. The ways in which it provides a setting for implementation of a hierarchy of educational tasks, meaningful rewards for learning, and an appropriate degree of teacher structure are explained. The classroom layout, the students, classroom operations, and interventions are described; implications of the engineered classroom design are also discussed. (Author/JD)

ABSTRACT 1184

EC 003 529 ED 027 671
Publ. Date 10 Jan 69 264p.
Woody, Robert H.
Behavioral Problem Children in the Schools; Recognition, Diagnosis, and Behavioral Modification.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($5.00).

Descriptors: exceptional child education; behavior; behavior change; etiology; behavior problems; identification; counselors; psychologists; administrator role; counseling; psychotherapy; clinical diagnosis; psychoeducational processes; inservice education; standards; reinforcement; teacher role; positive reinforcement; negative reinforcement

Directed primarily to classroom teachers, school counselors, and school psychologists, the book considers the psychology of behavioral problem children and ways of coping with their behavior. Aspects of recognition and diagnosis discussed are the school and the behavioral problem child, causes and characteristics of behavior problems, detection and referral, and psychoeducational diagnosis. Behavioral modification is described in terms of influencing and modifying behavior, types of behavior modification, general and specialized behavioral modification techniques, and implementing behavioral modification in the schools. Reference lists are provided throughout the text. (LE)

ABSTRACT 1202

EC 001 013 ED N.A.
Publ. Date Apr 66 7p
Quay, Herbert C. And Others
Remediation of the Conduct Problem Child in the Special Class Setting.
EDRS not available
Exceptional Children; V32 N8 P509-15 Apr 1966

Descriptors: exceptional child education; behavior; emotionally disturbed; teaching methods; educational needs; special classes; problem children; behavior change; remedial instruction; individual characteristics; teaching techniques; behavior problems; socially deviant behavior; aggression; antisocial behavior; reinforcement; public schools; skill development; professional personnel

The principles and assumptions described are those which underlie an experimental special class for conduct problem children which has been developed cooperatively by an interdisciplinary University of Illinois research center and the Urbana Public Schools. A conceptualization of the nature of the children's behavior disorders is offered, and some principles of behavior modification and remediation of academic deficiencies are discussed. Some particular characteristics of the conduct problem child relevant to the education process are outlined. Empirical attempts at training visual orientation to the teacher in a group setting, individualized remediation of retardation in basic academic skills, and teaching social skills are described. Also considered are factors relevant to remediational efforts within the public school setting, including the problem of group versus individual techniques, the role of mental health professionals, the place of other than classroom treatment, the goals of the special class, and the utilization in the regular class of techniques developed in the special class. A bibliography lists 17 items. (JW)

ABSTRACT 29

EC 002 436 ED 019 802
Publ. Date Dec 67 45p.
Prince, Albert I.
Conditioning Children for School. Final Report.
Evansville University, Indiana
EDRS mf,hc
OEG-3-7-06812-2053
BR-PROJ-6-8612-24

Descriptors: exceptional child research; learning; teaching methods; reinforcement; behavior problems; learning difficulties; low achievers; achievement gains; academic achievement; reading; mathematics; spelling; behavior change; behavior patterns; operant conditioning; academic performance

A set of behavioral principles used in the intellectual rehabilitation of a small group of third graders with educational and related behavioral problems was evaluated. Subjects selected were eight third-grade students aged 8 to 10, who were 1 year behind in reading and 1 year behind in either spelling or mathematics. Their vision and hearing were essentially normal. Subjects participated for 8 weeks in both experimental and control conditions by working in matched pairs in either condition in one or two areas. At first, reinforcement was kept in view, given immediately, and used to differentiate the experimenter from other adults with whom the students had had unfortunate experiences. Correction and explanation were given. The materials were programed on match-to-sample slides, and the children responded by pushing the appropriate button. In the 5th, 6th, or 7th week, the rewards were changed from monetary to social ones. The reward schedule and speed of presentation were also manipulated. Material was kept (especially in the initial stages) at a level neither too difficult nor too easy. In the mathematics program, students were given both a difficult and mixed-difficulty series. Reading and spelling training were with 2,021 words from Thorndike Word List. Mathematics training, because of the unexpectedly fast learning rate, was changed from 2,000 to 4,000 problems. Of three somatic measures taken throughout training, only temperature was observed to have an effect upon performance. Results indicated that experimental students generally improved more than did the controls. Grade changes were noted in all areas (best in spelling) for the experimental subjects, and teacher ratings were higher for them. Learning did not appear to be markedly affected by changes in type or schedule of reinforcement. Posttests after 4 months revealed retention best in mathematics. Appendixes contain the pretraining mathematics sequence, a list of words with semantic association index, and a sample of programed spelling words. (JD)

ABSTRACT 188

EC 004 324 ED 031 856
Publ. Date Apr 68 50p.
Behavior Disorders.
Council For Exceptional Children, Washington, D. C.
EDRS mf
From CEC Selected Convention Papers From The Annual International Convention (46th, New York City, April 14-20, 1968).

Descriptors: exceptional child research; emotionally disturbed; conference reports; delinquency; behavior change; reinforcement; counseling; preschool programs; self concept; aggression; abstracts

Selected papers on behavioral disorders include the following: aggression as an indicator for rehabilitative efforts by Herbert Grossman; the evaluation of differential low rate conditioning procedures on destructive behavior by Christine Walken; a modification for non-directive therapy by Robert V. Turner; Piaget, Skinner and a comprehensive preschool program for lower class children and their mothers by Norma Radin; techniques for behavior management by Roger Kroth; problems in self-concept research by Lee Joiner, Edsel Erikson and Richard Towne; and psychodynamic management procedures by Henry Fishel. Abstracts of articles treat these subjects: educational problems and issues for the juvenile offender by Garland Wollard; special education for addicted students by Herbert Rusalem; research on characteristics of teachers by John Mesinger; a report of desensitization and tutoring therapy by Daryll Bauer. This unit of reports is available in microfiche. (WW)

ABSTRACT 1761

EC 004 797 ED 035 140
Publ. Date 67 89p.
Hamblin, Robert L.; Buckholdt, David
Structured Exchanges and Childhood Learning: Hyperaggressive Children. Program Activity 12.
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; reinforcement; aggression; behavior change; rewards; motivation; social reinforcement; negative reinforcement; positive reinforcement; reinforcers; behavior theories; teaching methods; behavior problems; hyperactivity; habit formation; controlled environment; therapeutic environment; case studies (education); operant conditioning

Recognizing that punishment for aggression often is noneffective or inadvertently reinforces the aggressive act, the authors discuss an alternative approach and provide an explanation of the exchange theory of aggression. Three classroom experiments, operated with children chosen as the most severe behavior problems in a local school system, are reported. Teachers were initially allowed to teach as they usually would to provide baseline data. Observational reports showed chaotic classrooms with the teachers rewarding aggressive behavior. Token exchange systems were introduced according to the needs of the classroom. Anecdotal records and tables of data showed substantial reduction of hyperactive behavior and destructive acts with a resulting significant increase in attention level and class cooperation. Reversals of the conditions with the return to the baseline, no token exchange environment, showed a return to the original aggressive behavior, however, when the token exchange system for cooperation was reinstated, a significant decrease of aggressive acts resulting in a more productive learning environment was noted. Case studies detail the effects of the exchange system on two pupils and show the effect of restructuring the rewards in token exchange programs which were not immediately effective. (WW)

ABSTRACT 2348

EC 005 509 ED N.A.
Publ. Date 70 272p.
Von Hilsheimer, George
How to Live with Your Special Child--A Handbook for Behavior Change.
EDRS not available
Acropolis Books, 2400 17th Street, N.

W., Washington, D. C. 20009 ($7.50).

Descriptors: exceptional child education; emotionally disturbed; delinquents; behavior problems; behavior change; medical treatment; communication (thought transfer); tactual perception; perception; psychokinetics; Green Valley Residential School

The handbook presents techniques for behavior change in delinquent, emotionally disturbed, and non achieving adolescents. Written in a straightforward style, the text discusses physical and developmental needs, the importance of psychokinetics (including descriptions of a large number of exercises and contact suggestions), the integration of perception, motor communication, and words, reducing abstraction in language, learning and relearning, self awareness through talking, techniques for controlling symptoms, elimination of fears, and tactics in operant conditioning. Appendixes contain descriptions of the Green Valley institute, diagnostic categories, danger signs, materials sources, lesson plans, reading program descriptions, hints for volunteer workers, a test series, Green Valley medical procedures, and a history of Humanitas. (JM)

ABSTRACT 43

EC 03 0043 ED 043 168
Publ. Date Feb 69 80p.
Benson, F. Arthur M., Ed.
Modifying Deviant Social Behaviors in Various Classroom Settings. Monograph No. 1.
Oregon University, Eugene, College Of Education
EDRS not available
Department Of Special Education, College Of Education, University Of Oregon, Eugene, Oregon 97403 ($2.15).

Descriptors: exceptional child research; socially deviant behavior; behavior change; intervention; classroom techniques; teacher role; peer acceptance; parent participation; positive reinforcement; conditioned response; special classes

Behavior modification procedures appropriate to the classroom for altering socially deviant behaviors in young children are described. In the first section (Teachers, Peers and Parents as Agents of Change in the Classroom), the classroom is not only the focus of study but also the setting in which treatment, in the form of intervention programs, occurs. How treatment is effected by the teacher, the peer group, and the parents is illustrated. Intervention and conditioning procedures, including a reinforcing work box placed on the student's desk, are discussed, and results with individual experimental subjects reported. The second section, Special Class Placement as a Treatment Alternative for Deviant Behavior in Children, describes the development and evaluation of a treatment model designed to modify hyperactive, disruptive classroom behavior. Special attention is given to the generalization of effects when the student leaves the special classroom for his normal one. Research data is reported. (KW)

ABSTRACT 395

EC 03 0395 ED N.A.
Publ. Date Oct 70 11p.
O'Leary, K. Daniel And Others
The Effects of Loud and Soft Reprimands on the Behavior of Disruptive Students.
EDRS not available
Exceptional Children; V37 N2 P145-55 Oct 1970

Descriptors: behavioral science research; behavior change; behavior problems; discipline; class management; noise effects

Two children in each of five classes were selected for a four month study because of their high rates of disruptive behavior. During a baseline condition, the frequency of disruptive behaviors and teacher reprimands was assessed. Almost all teacher reprimands were found to be of a loud nature and could be heard by many other children in the class. During the second phase of the study, teachers were asked to use primarily soft reprimands which were audible only to the child being reprimanded. With the institution of the soft reprimands, the frequency of disruptive behavior declined in most of the children. Then the teachers were asked to return to the loud reprimand and a consequent increase in disruptive behavior was observed. Finally, the teachers were asked to again use soft reprimands, and again disruptive behavior declined. (Author)

ABSTRACT 605

EC 03 0605 ED 044 847
Publ. Date 70 114p.
Modifying Behavior: Suggestions for Teachers of the Handicapped.
Iowa University, Iowa City, Special Education Curriculum Development Center
Iowa State Department Of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; behavior change; behavior problems; childhood needs; identification; teacher role

Behavior modification from the teacher's point of view is explored. Means of identifying pupils with special needs are discussed (observation, records, family contact, tests, resource personnel). Needs of children influencing their behavior are examined. Suggestions for working with behavior problems cover children who are aggressive, withdrawn, hyperkinetic, and physically impaired. Concepts of behavior modification are discussed in terms of operant conditioning, prescriptive and individual diagnosis, and teacher attitudes. Appendixes include behavioral clues for identification, sample health charts and records and testing measures, a summary chart of growth and development characteristics, and a list of children's books for various behavioral patterns. (KW)

ABSTRACT 823

EC 03 0823 ED N.A.
Publ. Date 69 8p.
Rimland, Bernard
Operant Conditioning: Breakthrough in the Treatment of Mentally Ill Children.
EDRS not available
Institute For Child Behavior Research, 4758 Edgeware Road, San Diego, California 92116.

Descriptors: exceptional child education; emotionally disturbed; operant conditioning; behavior change; conditioned response; therapy

The article introduces in simple language the techniques of operant conditioning in the treatment of emotionally disturbed children and encourages the use of operant conditioning by parents and teachers. Methods and principles are described, and several illustrations provided to show how the method works with disturbed children. Several common yet serious misconceptions about operant conditioning are clarified. (KW)

ABSTRACT 1352

EC 03 1352 ED N.A.
Publ. Date Jan 71 11p.
Noffsinger, Thomas
The Effects of Reward and Level of Aspiration on Students with Deviant Behavior.
EDRS not available
Exceptional Children; V37 N5 P355-65 Jan 1971

Descriptors: exceptional child research; potential dropouts; behavior change; aspiration; rewards; socially deviant behavior; junior high school students; positive reinforcement

The purpose of the study was to test the efficacy of rewards and level of aspiration with children classified by a behavior problem checklist. Forty-five junior high age, potential dropout students were classified according to deviant classroom behaviors. They were then tested in several different levels of aspiration and reward treatment combinations. Results showed no differences between classifications of students and no hypothesized differences in the differential effectiveness of level of aspiration and reward for the types of students. The results also showed that setting a high level of aspiration had a significant positive effect. (Author)

ABSTRACT 1367

EC 03 1367 ED N.A.
Publ. Date Feb 71 6p.
Glavin, John P. And Others
Behavioral and Academic Gains of Conduct Problem Children in Different Classroom Settings.
EDRS not available
Exceptional Children; V37 N6 P441-6 Feb 1971

Descriptors: exceptional child research; emotionally disturbed; special classes; socially deviant behavior; behavior change; program descriptions; positive reinforcement; academic achievement

A 2 year research study was completed with conduct problem children who presented severe difficulties in the public school system and were placed in experimental special classrooms. In the first year (1967) the program emphasized the elimination of grossly deviant behaviors

and the acquisition of attending behaviors as precursors for academic gain. Program emphasis was changed the second year (1968) to stress rewards for academic performance. Attractive reinforcers were attached to appropriate academic tasks in the context of a highly structured classroom program. A comparison of the academic and behavioral results of the 2 years is presented and discussed. (Author)

ABSTRACT 2108

EC 03 2108 ED N.A.
Publ. Date Feb 70 236p.
Tharp, Roland G.; Wetzel, Ralph J.
Behavior Modification in the Natural Environment.
EDRS not available
Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 ($10.00).

Descriptors: exceptional child research; socially deviant behavior; delinquents; disadvantaged youth; behavior change; milieu therapy; therapeutic environment; research projects; program design; models; environmental research; social influences

The authors use a behavior research project as a model for discussing the use of behavior modification in the natural environment. The report centers on the technique of contingency management, and the use of a direct contact individual (the dispenser of reinforcers) who is in the social environmental sphere of the deviant individual. Following a review of relevant prior research and theoretical material, the researchers have attempted to share a variety of techniques, sample intervention plans, and case studies. A presentation and analysis of the demonstration's research data based on work with a group of underachieving, predropout, delinquent, and predelinquent youth is made. It is concluded that contingencies can be managed in the natural environment, that behavior changes can be effected, recorded, and assessed, and that work in the natural environment using a nonmedical learning theory model is possible. In the final chapter there is a small procedural manual. Research implications are also reviewed and professional and ethical issues are dealt with. (CD)

ABSTRACT 2167

EC 03 2167 ED 050 499
Publ. Date 71 422p.
Browning, Robert M.; Stover, Donald O.
Behavior Modification in Child Treatment: An Experimental and Clinical Approach.
EDRS not available
Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605.

Descriptors: exceptional child research; emotionally disturbed; behavior change; research methodology; residential programs; research design; Wisconsin Children's Treatment Center

The discussion of applied research in the field of behavior modification as used in child treatment is based on the carefully controlled research design of the Children's Treatment Center in Madison Wisconsin. The Center provides a total treatment program for emotionally disturbed children and their families while serving research needs and interests. The book features the presentation of a scientific attitude and technical methods for arriving at a meaningful system of applied research into child and family behavioral disturbances. The experimental-clinical method, synthesizing scientific and clinical approaches to behavior, is defined. How this methodology brings scientific rigor to the clinical setting is illustrated in discussions of measurement of behavior variables, specification of treatment procedures, and same-subject experimental designs. Described in detail are the Center's behavior modification programs. The basic intent of the studies is stated to be the development and demonstration of experimental-clinical procedures. Five extensive case studies, composing nearly half of the book, are included to give a day-by-day account of experimental-clinical procedures and to illustrate the values of constant monitoring of treatment effects and of providing total milieu planning. (KW)

ABSTRACT 2210

EC 03 2210 ED 049 591
Publ. Date 70 102p.
Buckley, Nancy K. and Others
Assessment and Treatment of Deviant Behavior in Children--Section Three: Construction and Evaluation of a Treatment Model for Modifying Deviant Behavior in Children. Final Report.
Oregon University, Eugene
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; behavior change; reinforcement; research methodology; socially deviant behavior; social influences; longitudinal study

The report is the third in a six part research report. The construction and evaluation of a treatment model using short term placement in a token economy to modify deviant behavior is described. Between 1968 and 1970 the treatment model was replicated on a total of 44 subjects ranging in age from 8 to 12 years. Eight groups of six subjects each were rotated through the experimental classroom for a 2 month period of treatment. Three components of the treatment model--token reinforcement, social reinforcement, and aversive controls, were evaluated in terms of their efficiency in accounting for behavior change. Results were felt to indicate that social reinforcement had the greatest control over the subjects' behavior. Application of the treatment model over a 2 year period was felt to produce measurable changes in classroom behavior and in measured achievement in math and reading. Other aspects of the project are included in section one (EC 032 208) (EC 032 211) generalization and maintenance; section five (EC 032 212) teacher behavior; and section six (EC 032 213) single subject experiments. (CD)

ABSTRACT 2212

EC 03 2212 ED 049 593
Publ. Date 70 70p.
Walker, Hill M.; Buckley, Nancy K.
Assessment and Treatment of Deviant Behavior in Children--Section Five: Investigation of Some Functional Relationships Between Teacher Consequating Behavior and Pupil Performance. Final Report.
Oregon University, Eugene
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; behavior change; teacher attitudes; reinforcement; socially deviant behavior; teacher role; negative reinforcement

The document is the fifth in a six part research report on the assessment and treatment of deviant behavior in children. In attempting to reprogram a social environment so as to maintain behaviors modified in an experimental setting, researchers felt that it was essential that the reprograming take into account the teacher's role as a controlling agent in the regular classroom. Two studies were designed, one to investigate classroom control as a function of teacher dispensed social reinforcers, and the other to collect data on the relationships between the teacher's consequation efforts and production of appropriate and inappropriate behavior and to measure the changes in the teacher's consequating behavior. In the latter experiment, the results from the behavioral observations of 4 subjects were felt to indicate that the deviant child got more than twice his share of attention and that 40% was due to inappropriate behavior. The first study, conducted over a period of 11 weeks in a fifth grade setting, was noted as indicating a high probability of teacher attention to inappropriate behavior (77% of teacher's attention). Systematic manipulation of the amount of teacher attention produced changes in rates of behavior for non-deviant subjects, making the deviant and non-deviant subjects more similar in behavior. (CD)

ABSTRACT 2844

EC 03 2844 ED N.A.
Publ. Date Aug 71 13p.
Simkins, Lawrence D.
Modification of Duration of Peer Interactions in Emotionally Disturbed Children.
EDRS not available
Journal of Social Psychology; V84 N2 P287-99 Aug 1971

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; interaction process analysis; behavior patterns; positive reinforcement; operant conditioning; behavior change; social development

To explore variables associated with acquisition and maintenance of social interactions in a group of eight emotionally disturbed females (ages 9 to 12 years) who usually avoided social interaction, the study traced their recreation

room behavior for 1 hour daily during each school day of one academic year. Behavior was classified in categories of in-view duration, peer interaction duration and, isolate activity duration. Fifteen treatment stages used various combinations of points, social reinforcement instruction, and special incentives to encourage peer interaction in cooperative play. A histogram showed the mean duration of the three behavior categories in each treatment stage. Reinforcing points contingent on peer interactions increased interaction duration. Social reinforcement, instruction, and special incentives, when combined with points, increased interaction duration significantly more than points alone. The study revealed, therefore, that the chosen variables would maintain socially desired behaviors of emotionally disturbed children. (CB)

ABSTRACT 2949

EC 03 2949 ED N.A.
Publ. Date Aug 71 9p.
Hersen, Michel
The Behavioral Treatment of School Phobia, Current Techniques.
EDRS not available
Journal of Nervous and Mental Disease; V153 N2 P99-107 Aug 1971

Descriptors: exceptional child education; behavior change; neurotic children; emotionally disturbed; emotional problems; neurosis

Application of behavioral principles in the treatment of school phobia is discussed. A variety of behavior modification techniques including systematic desensitization, emotive imagery, interference and shaping, forced school attendance, implosion, and parent retraining programs are discussed as having been used successfully in reinstating school attendance. However, the author feels that many of the follow-up studies are superficially conducted and more detailed long term follow-ups are needed. It is noted that experimental evidence indicating the superiority of the behavioral approach is warranted. Both group design and single case studies are felt to be needed to demonstrate the effectiveness of particular behavioral methods. Examination of the most effective treatment combinations is also stressed. The full involvement of relevant school personnel, utilizing behavioral principles in prevention and early treatment of school phobia, appears, the author feels, to be an essential facet of a broad spectrum behavioral approach. (Author)

ABSTRACT 3027

EC 03 3027 ED 053 523
Publ. Date Oct 70 113p.
Quay, Herbert C.; Glavin, John P.
The Education of Behaviorally Disordered Children in the Public School Setting. Interim Report.
Temple University, Philadelphia, Pennsylvania
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf,hc
OEG-3-6-062063-1559(032)
BR-6-2063

Descriptors: exceptional child research; emotionally disturbed; behavior change; cost effectiveness; academic achievement; reinforcement; behavior problems; educational programs; resource rooms

To develop and evaluate methods and techniques for the utilization of the principles of behavior modification in the education of behaviorally disordered children in the public schools, eight boys (ages 7 1/2 to 10 1/2, IQ range 84 to 116) constituted an experimental special class group. Their program emphasized bringing under control deviant social behaviors through reinforcement and time out periods. Academic gains were not satisfactory after 1 year, and the program was expanded and revised to place more stress on academic progress. Evidence was found that the second year's program was more effective in modifying conduct and in increasing academic achievement. Research was also done in resource rooms, showing this arrangement to have advantages suggesting greater cost-efficiency than the special class, and in fact resource rooms using behavior modification techniques were found to be the most cost effective, currently available method for the treatment of behavior problem children in public schools. (RJ)

ABSTRACT 141

EC 04 0141 ED 055 377
Publ. Date Oct 71 145p.
Cohen, Harold L. and Others
Programming Interpersonal Curricula for Adolescents (PICA) Project Year Three: A Laboratory Model.
Institute for Behavior Research, Silver Spring, Maryland
National Institute of Mental Health (DHEW), Bethesda, Maryland, Center for Studies of Crime and Delinquency
EDRS not available
Institute for Behavioral Research, Inc., 2429 Linden Lane, Silver Spring, Maryland 20910 ($2.50).

Descriptors: exceptional child education; socially maladjusted; remedial instruction; demonstration projects; interpersonal competence; delinquents; program descriptions; annual reports; special classes; educational programs; behavior change

The report reviews the third year of a 4-year demonstration and research project, Programing Interpersonal Curricula for Adolescents (PICA). General purpose is to develop remedial procedures for adolescents with both scholastic and social or behavioral problems. In a half day educational program, 12 such students study academic and interpersonal subject matter in a contingency-managed system under which students are monetarily rewarded for both academic achievement and appropriate behavior, and are penalized for inappropriate behavior. The report covers purpose and objectives, student selection and enrollment, results in the areas of intelligence and achievement testing and attendance records, the interpersonal skills curricula, the academic program in English and mathematics, the school liaison program, and the family liaison program. Appendixes present additional information on PICA student regulations, the student activity level program, PICA data management, the behavior modification program for tardy students, and a proposal for a junior high school skills center. (KW)

ABSTRACT 225

EC 04 0225 ED N.A.
Publ. Date Oct 71 15p.
Laws, D. Richard and Others
Reduction of Inappropriate Social Behavior in Disturbed Children by an Untrained Paraprofessional Therapist.
EDRS not available
Behavior Therapy; V2 N4 P519-33 Oct 1971

Descriptors: exceptional child research; emotionally disturbed; behavior change; nonprofessional personnel; reinforcement; language instruction

A paraprofessional conducting speech and language training with three severely disturbed children was rapidly trained in several behavior modification procedures under a highly directive supervision procedure. Stereotyped mannerisms, inattention, and inappropriate or irrelevant verbalizations were reduced in frequency by use of extinction (ignoring) and, less effectively, by midly punishing verbal behavior by the therapist. At the same time, appropriate social behaviors, correct responses to a language training program, were either increased or maintained in strength by social reinforcement (praise). The direct instruction method was compared with other methods of training paraprofessionals and its implications for training and service briefly discussed. (Author)

ABSTRACT 469

EC 04 0469 ED N.A.
Publ. Date 71 13p.
Ney, Philip G. and Others
Relative Effectiveness of Operant Conditioning and Play Therapy in Childhood Schizophrenia.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N3 P337-49 Jul-Sep 1971

Descriptors: exceptional child research; psychotic children; schizophrenia; operant conditioning; play therapy; emotionally disturbed; behavior change; communication skills

An experimental study designed to examine the relative effectiveness of operant conditioning and play therapy in improving the communication and social functioning of psychotic children was presented and discussed. A group of 10 schizophrenic boys, 3 to 15 years of age, received 50 operant conditioning treatments followed by 50 sessions of play therapy over a 3-month period. Each treatment session was 45 minutes long. A matched group of 10 had the same number of treatments but in reverse order. Both groups showed gains in mental age, as measured by intelligence tests, and in amount of speech. The improvement was greater after operant conditioning than after play therapy. The difference between the two treatment methods reached significant levels only after the second 3 months of treatment. (Author)

ABSTRACT 542

EC 04 0542 ED 056 450
Publ. Date Aug 71 174p.
Bijou, Sidney W.

Application of Behavioral Principles to the Remedial Instruction of Retarded and Emotionally Disturbed Young Children. Final Report.

Illinois University, Champaign. Child Behavior Laboratory
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-9-232030-0762(032)
BR-23-2030

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; curriculum development; behavior change; primary grades; special classes; teaching methods; instructional materials; academic achievement; remedial programs

Empirical behavior principles were applied to the development of remedial teaching procedures and materials for retarded and emotionally disturbed students ages 5-8. Students were referred by schools as severe behavior problems or extreme learning disability cases; intelligence ranged from retarded to normal. Research, conducted in two laboratory classrooms, involved the individual-organism design in which each child served as his own control. Research on preparing programed instructional materials resulted in individualized programs in beginning reading, arithmetic, writing, spelling, and language. Research on procedures included development of individual pupil assessment techniques, a structure for the class day, techniques for modifying social-emotional behavior in the classroom, procedures for training the teacher's assistant and parents, and analysis of associated theoretical and methodological problems. Conclusions were that handicapped children can make academic and personal-emotional-social progress in such special classes at the primary level; that teacher aides are necessary to help with individualized instruction; that the teacher training curriculum needs to include behavioral technology; and that, with modifications, findings can be incorporated into public school special classes. (KW)

ABSTRACT 734

EC 04 0734 ED N.A.
Publ. Date 71 11p.
Hops, Hyman

The School Psychologist as a Behavior Management Consultant in a Special Class Setting.

EDRS not available
Journal of School Psychology; V9 N4 P473-83 Win 1971

Descriptors: exceptional child research; emotionally disturbed; school psychologists; special classes; behavior change; operant conditioning; positive reinforcement; teacher role

The efficacy of the consultant's role in dealing with problems in large special classes and the value of introducing operant techniques through untrained teachers were investigated in the present study. Twenty-two out-of-control boys in a special class for emotionally disturbed children were brought under the control of a number of token reinforcement systems with a resultant increase in task-oriented behavior and academic productivity. With teachers acting as observer-recorders and behavior change agents the school psychologist was able to minimize his role as a consultant with considerable success. (Author)

ABSTRACT 770

EC 04 0770 ED 057 536
Publ. Date 71 12p.
Ora, John P.; Reisinger, James J.

Preschool Intervention: A Behavioral Service Delivery System.

George Peabody College for Teachers, Nashville, Tennessee
EDRS mf,hc
Paper Presented at the Annual Meeting of the American Psychological Association (Washington, D. C., September 6, 1971)

Descriptors: exceptional child education; emotionally disturbed; early childhood education; intervention; program descriptions; preschool children; demonstration projects; behavior change; measurement; educational accountability; parent role

Described is a preschool intervention demonstration project for emotionally disturbed children said to be based on the functional analysis of behavior and behavior change. The project's organizational patterns and procedures are compared to those described by B.F. Skinner in Walden Two. The description emphasizes the concepts of measurement and educational accountability as they pertain to the project. The measurement based treatment system is said to be organized into modules or task forces around a coordinating module. A major goal of the project is demonstration of coordinated regional early intervention system that is more economical than custodial care. The project emphasizes parent role in the intervention project. The child's mother is taught to record data on the child's progress and to elicit the desired responses from the child. Modules available include the individual tutoring module to produce functional speech, the oppositional child training module, visitation module, administrative and clerical module, transportation module, and media presentation module. Explanation of project accountability entails a clarification of the line of authority from the state governor to the project evaluation committee. The evaluation committee meets monthly in order to request information from the coordinating module, to evaluate it, and to render binding opinions concerning the adequacy of program results. (CB)

ABSTRACT 882

EC 04 0882 ED 057 544
Publ. Date Jul 71 74p.
Hotchkiss, James M.

The Use of Behavior Modification Techniques with a Special Classroom for Children with Behavior Problems. Monograph No. 2.

Oregon University, Eugene
Office of Education (DHEW), Washington, D. C., Bureau of Educational Personnel Development
EDRS mf,hc
OEG-0-9-470117-3664(721)

Descriptors: exceptional child research; educationally disadvantaged; elementary school children; behavior change; special classes; operant conditioning; reinforcement; behavior problems

The use of operant conditioning techniques in a classroom for educationally handicapped children was studied to determine if it would result in a reduction of maladaptive behavior. The subjects consisted of an experimental and a control group of elementary school children, with an IQ range in the experimental class of 88 to 119. The experimental period required 22 consecutive school days. During the experimental hour, the observer watched the class from one corner of the room where he operated a stop clock. If no unapproved behavior occurred during a specific time interval while the clock was running, the class was given one penny. If any maladaptive behavior did occur, the clock was stopped, reset and started again when all behavior was acceptable. The students were allowed to buy candy, put their money in a bank, or take it home with them. Results indicated that there was a significant reduction in the occurrence of maladaptive behavior in the experimental classroom, that background noise was reduced significantly, that there was a significant decrease in teacher reinforcement of maladaptive behavior, that there was a significant reduction of hyperactive and maladaptive behavior in the total school setting, and that similar findings did not obtain in the control class. School work of all experimental children showed substantial improvement. (Author/CB)

ABSTRACT 969

EC 04 0969 ED N.A.
Publ. Date Nov 71 11p.
Smolev, Susan Roth

Use of Operant Techniques for the Modification of Self-Injurious Behavior.

EDRS not available
American Journal of Mental Deficiency; V76 N3 P295-305 Nov 1971

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; behavior change; research reviews (publications); operant conditioning; reinforcement; moral values; self mutilation

The research that has been done on the modification of self-injurious behavior using operant techniques was reviewed. The research illustrated the use of extinction, time out, the establishment of incompatible behaviors through positive reinforcement, and punishment for decreasing the frequency of such undesirable behavior. Ethical questions involved in the use of the different techniques were discussed. Questions of the maintenance of the suppression of self-destructive behaviors outside the experimental setting, and the generalized effects of the suppression were also considered. Finally, the implications of the research findings for the question of how self-destructive behaviors are maintained were discussed. (Author)

ABSTRACT 1109

EC 04 1109 ED N.A.
Publ. Date 71 458p.
Graziano, Anthony M., Ed.
Behavior Therapy with Children.
EDRS not available
Aldine-Atherton, Inc., 529 South Wabash Avenue, Chicago, Illinois 60605 ($9.50).

Descriptors: exceptional child education; handicapped children; behavior change; operant conditioning; theories; evaluation methods; mental retardation; psychotic children; socially deviant behavior; behavior problems

Presented is a collection of 39 papers concerning behavior therapy with children. In general, examinations cover a variety of childhood behavior problems, theories, evaluation methods, and application of behavior therapy in terms relevant to interests of students and professionals in psychology, social work, psychiatry, and education. Five articles serve to introduce behavior therapy to the clinic, based on laboratory studies. Behavioral approaches to mental retardation are examined in six papers that concern social behaviors of severely retarded patients, toilet training, self help skills, and stair ascending and descending. Next, nine chapters focus on modification of psychotic behavior in schizophrenic, autistic, and psychotic children. The following section on modification of antisocial behavior consists of six articles. Seven chapters comprise the section on behavioral approaches to school and mild conduct problems such as the nontalking child in kindergarten, school phobia, enuresis, hyperactivity, crying, and singing participation in preschool children. The last section discusses some implications of behavior modification concepts such as the major concepts taught to behavior therapy trainees, teaching behavioral principles to parents of disturbed children, and mothers as behavior therapists for their own children. (CB)

ABSTRACT 1207

EC 04 1207 ED N.A.
Publ. Date Feb 72 9p.
Fodor, Iris E.
The Use of Behavior-Modification Techniques With Female Delinquents.
EDRS not available
Child Welfare; V51 N2 P93-101 Feb 1972

Descriptors: exceptional child services; delinquents; females; behavior change; corrective institutions; self control; group therapy

Behavior modification techniques used to change the individual behavior of delinquent girls in a training school are described. Since it is not always possible to control environmental contingencies in an institutional setting due to regulations and other institutional practices, the approach outlined focuses upon helping the girls control their own behavior rather than on changing environmental contingencies. Discussion covers the role of punishment in institutions; the use of small group sessions as the major treatment vehicle; techniques devised to modify specific maladaptive behaviors such as running away, sexual acting out, and temper outbursts; and the need for staff training. (KW)

ABSTRACT 1213

EC 04 1213 ED N.A.
Publ. Date Feb 72 7p.
Hauserman, Norma and Others
Use of Concrete Reinforcement to Facilitate Verbal Initiations in Adolescent Group Therapy.
EDRS not available
Journal of Consulting and Clinical Psychology; V38 N1 P90-6 Feb 1972

Descriptors: exceptional child research; emotionally disturbed; verbal communication; positive reinforcement; group counseling; adolescents; behavior change; psychotherapy

Token reinforcement was administered to six hospitalized adolescents contingent upon their emission of verbal initiations in group therapy. Results clearly supported the hypothesis that adolescents who are typically nonverbal, and considered poor candidates for verbal-type psychotherapy, can be shaped into emitting a substantially higher rate of verbal initiations. Reversal procedures demonstrated the expected extinction effects. The procedures were successful enough so that typical silent adolescents were reappraised in terms of their verbal potential. A fringe benefit was noted in that once the rate of initiations increased, group peer pressure used social reinforcement to bring about a decrease in silly, off-topic verbalizations and a subsequent increase of initiations which were appropriate and relevant to the interests of the group. (Author)

ABSTRACT 1268

EC 04 1268 ED N.A.
Publ. Date Jan 72 7p.
Kaufmann, Leon M.; Wagner, Bernard R.
Barb: A Systematic Treatment Technology for Temper Control Disorders.
EDRS not available
Behavior Therapy; V3 N1 P84-90 Jan 1972

Descriptors: exceptional child research; behavior problems; self control; affective behavior; behavior change; emotionally disturbed; program descriptions; case studies

Research on temper control was considered in relation to the need for developing systematic treatment techniques for temper control disorders. An individual programing technique called the barb involves the systematic representation of provoking stimuli, response specification, and social and material reinforcement for performing required responses. A successful temper disorder case involving an adolescent male is presented in detail. Technique limitations and research possibilities are discussed. (Author)

ABSTRACT 1489

EC 04 1489 ED N.A.
Publ. Date Apr 72 4p.
Dee, Venita Dyer
Contingency Management in a Crisis Class.
EDRS not available
Exceptional Children; V38 N8 P631-4 Apr 1972

Descriptors: exceptional child education; emotionally disturbed; behavior change; reinforcement; class management; special classes

The article concerns contingency management in a class of children having emotional problems. Described is the structure of the school day, which is divided into work periods and play periods. Two examples of behavior change in crisis class students are given. The discussion of setting up contingencies points out that both positive and negative contingencies should be made clear prior to their actual use and that the child is given a choice at all times. Listed in simple terms are eight steps involved in using the contingency management system. (KW)

ABSTRACT 1567

EC 04 1567 ED N.A.
Publ. Date 71 248p.
Blackwood, Ralph O.
Operant Control of Behavior: Elimination of Misbehavior and Motivation of Children.
EDRS not available
Exordium Press, Box 606, Akron, Ohio 44308 ($4.97).

Descriptors: exceptional child education; behavior problems; behavior change; operant conditioning; reinforcement; guidelines

Guidelines are presented for learning operant control of behavior, with emphasis on elimination of misbehavior and on motivation of children. Many verbal illustrations accompany the book's nontechnical explanation. Guidelines begin with focusing on the misbehavior, which is called the target behavior. Identifying and charting the target behavior are explained, followed by a short clarification of the causes of misbehavior. Explained next are extinction, switching payoff to completing behaviors, satiation and deprivation, shaping new behavior, use and misuse of punishment, payoff plans or schedules of reinforcement, conditioned reinforcement and the token economy, stimulus control, chaining, mediation training, and modeling. (CB)

ABSTRACT 2018

EC 04 2018 ED N.A.
Publ. Date 72 223p.
Rose, Sheldon D.
Treating Children in Groups: A Behavioral Approach.
EDRS not available
Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($8.75).

Descriptors: exceptional child services; emotionally disturbed; behavior change; group therapy; group dynamics; psychotherapy; group structure; childhood

Focusing on behavioral change in therapy (with behavior, not personality, the target of change), the volume explains how to apply the principles of behavior modification in small-group treatment of children. Attention is given to behaviors which are readily practiced in groups.

such as making and keeping friends and new ways of responding to others. Emphasis is on children 8-12 years of age. Discussed are the following procedures as they apply to the group situation: individual and group contingencies, performance contracting, modeling, behavioral rehearsal, and individual and group desensitization. Examples illustrate how these procedures can be used to attain behaviorally defined treatment goals. Also clarified are such group level concepts as group goals, group composition, treatment plans, attraction to the group, and group structures in behavioral terms. (KW)

ABSTRACT 2041

EC 04 2041 ED N.A.
Publ. Date Apr 72 14p.
Cotler, Sherwin B. and Others
Establishing a Token Economy Program in a State Hospital Classroom: A Lesson in Training Student and Teacher.
EDRS not available
Behavior Therapy; V3 N2 P209-22 Apr 1972

Descriptors: exceptional child research; emotionally disturbed; behavior change; hospital schools; study habits; operant conditioning; reinforcement; state schools

The goals of this study were to establish a program in a state hospital classroom in order to increase appropriate study behavior, increase quantity and quality of work output, and train the regular classroom teacher so that he could eventually administer the program on his own. A 4-day-a-week token economy program was set up for the teacher's most disruptive class. The program lasted 15 weeks and consisted of three treatment and two baseline phases. During each subsequent treatment phase, the delay between earning points and cashing the points in for backup reinforcers was increased. Students were observed and reinforced twice during each study period (and additionally reinforced after the study period during certain treatment phases). Reinforcers used to initiate and sustain desired behaviors consisted of social approval, points, toys, and candies. Extinction and time-out procedures were used in conjunction with positive reinforcement to reduce disruptive behaviors. Results indicate that appropriate study behavior and quantity of work output increased significantly in the reinforced treatment phases as compared to the baselined phases. However, the last treatment phase of the study is significantly lower in terms of quality of work output as compared to the other four phases. Problems encountered during the study, what factors may have accounted for the decrease in the quality of work output, and how a program of this type might be made even more effective are discussed. (Author)

ABSTRACT 2466

EC 04 2466 ED N.A.
Publ. Date Sum 72 6p.
Reisinger, James John
The Treatment of Anxiety-Depression Via Positive Reinforcement and Response Cost.
EDRS not available
Journal of Applied Behavior Analysis; V5 N2 P125-30 Sum 1972

Descriptors: exceptional child research; emotionally disturbed; anxiety; institutionalized (persons); behavior change; operant conditioning; positive reinforcement; self esteem; social influences

A target behavior program, structured within a token economy project, was implemented to modify the behavior of an institutionalized patient who exhibited excessive rates of crying and no smiling responses. To affect both responses concurrently, token costs were made contingent upon crying and token payments and/or social reinforcements were provided for smiling. The results indicated both the feasibility of eliminating anxiety-depression within an institutional environment and the efficacy of the treatment procedures 14 months after discharge. (Author)

ABSTRACT 2468

EC 04 2468 ED N.A.
Publ. Date Sum 72 11p.
Herbert, Emily W.; Baer, Donald M.
Training Parents as Behavior Modifiers: Self-Recording of Contingent Attention.
EDRS not available
Journal of Applied Behavior Analysis; V5 N2 P139-49 Sum 1972

Descriptors: exceptional child research; emotionally disturbed; socially deviant behavior; parent role; mothers; attention span; behavior change; operant conditioning; reinforcement; parent child relationship; incidence; change agents

Two mothers of deviant young children were instructed to count their episodes of attention to appropriate child behavior in their homes, using wrist counters. Attention and approriate child behavior were defined before counting began. Independent observations of parent child interactions showed that, for each mother child pair, the percentage of maternal attention given following appropriate child behavior increased, as did the child's appropriate behavior. Removal of the counters did not produce a reversal of the behaviors; instead the increased level stabilized. One mother was then instructed to count her attention to inappropriate child behavior and to decrease it. This instruction had little effect on her attention, and her child's behavior did not change. When both parents were again instructed to count their episodes of attention to appropriate behavior, further improvements in both mothers, and in their children resulted. These results were obtained despite inaccurate parent self-recording. Followup observations made over the next 5 months showed these behavioral gains to be durable. A third parent and his child were unaffected by this training procedure. Thus, there are instances in which self-recording may function as an effective and economical parent-training technique for effecting improvements in child behavior. (Author)

ABSTRACT 2570

EC 04 2570 ED N.A.
Publ. Date Sum 72 9p.
Saunders, Bruce T.; Balano III, James W.
Behavior Modification Within the Therapeutic Milieu.
EDRS not available
Devereux Schools Forum; V7 N1 P30-8 Sum 1972

Descriptors: exceptional child research; emotionally disturbed; behavior problems, behavior change, therapeutic environment; milieu therapy

Discussed is the use of behavior modification as the treatment of choice within the therapeutic milieu. Compatability of the two methodologies is explained. The strategy of the therapeutic milieu is defined and differentiated from the strategy of therapeutic community. Use of behavior modification in the therapeutic milieu is illustrated in the report of a study involving 15 children, ages 6-13, with behavioral and/or emotional disturbances in a residential treatment center. A monetary reward system was employed to reinforce desired behaviors in five target areas: bed making, going to bed, personal hygiene, dining room behavior, and performance of chores. Not only were significant changes in behavior in the five areas achieved, but staff members also found themselves able to stimulate change with relatively little effort. As a result, the authors strongly support programs in which behavior modification is used to support and maintain the therapeutic milieu, as well as more traditional programs aimed directly at modifying maladaptive behavior. (KW)

ABSTRACT 2913

EC 04 2913 ED N.A.
Publ. Date Fall 72 17p.
Kaufman, Kenneth F.; O'Leary, K. Daniel
Reward, Cost, and Self-Evaluation Procedures for Disruptive Adolescents in a Psychiatric Hospital School.
EDRS not available
Journal of Applied Behavior Analysis; V5 N3 P293-309 Fall 1972

Descriptors: exceptional child research; emotionally disturbed; psychotic children; behavior problems; adolescents; institutionalized (persons); reading skills; behavior change; operant conditioning; reinforcement; self evaluation; academic achievement

Sixteen pupils in a psychiatric hospital were assigned to two tutorial reading classes and balanced on six pupil characteristics and teacher preferences for the children. The effects of reward and cost procedures in a token program were assessed using both within- and between-subject comparisons in the following phases: baseline; token I, teacher evaluated and reinforced children for appropriate behavior; withdrawal of tokens; token II, same as token I; token III, same as token I and II, but switched order of class meeting time; and self evaluation, students rated their own behavior and received prizes based on their rating, rather than the teacher's rating. The token program was markedly suc-

cessful in reducing disruptive behavior and in increasing reading skills in both the reward and cost classes, but there were no significant differences in the effects of the reward versus the cost procedure. While cost may be seen as a punishment procedure, there were no adverse side effects observed in the cost class at any time when the token program was in effect. The order of the classes was unrelated to the level of disruptive behavior or academic progress. The self-evaluative phase, in which the students rated rated their own behavior, was included as an alternative to the abrupt withdrawal of tokens. In this phase, disruptive behavior remained at the previous low level. (Author)

ABSTRACT 2915

EC 04 2915 ED N.A.
Publ. Date Fall 72 30p.
Kazdin, Alan E.; Bootzin, Richard R.
The Token Economy: An Evaluative Review.
EDRS not available
Journal of Applied Behavior Analysis; V5 N3 P343-372 Fall 1972

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; research reviews (publications); behavior change; operant conditioning; reinforcement; reinforcers; research methodology; reactive behavior; evaluation

Presented was an evaluative review of behavior modification programs applying token economies in a wide variety of settings with psychiatric patients, retardates, children in classroom settings, delinquents, and autistic children. Staff training, client resistance, circumvention of contingencies, and nonresponsiveness of subjects were cited as potential obstacles to program implementation and therapeutic efficacy. A paucity of reports on response generalizations in the literature on token reinforcement is noted. Several procedures were presented that were designed to facilitate maintenance of performance when reinforcement is withdrawn. Methodologies for investigations on token reinforcement in applied settings were suggested. Further investigations of programed generalization, of token reinforcement of complex behaviors such as language and social behavior, and of subject nonresponse were recommended. (Author/GW)

ABSTRACT 99

EC 05 0099 ED 067 808
Publ. Date Aug 72 44p.
Walker, Hill M. and Others
Generalization and Maintenance of Classroom Treatment Effects.
Oregon Univ., Eugene. Dept. of Special Education;
Oregon Univ., Eugene. Dept. of Psychology
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.;
National Institute of Mental Health (DHEW), Bethesda, Md.
EDRS mf,hc

Descriptors: exceptional child research; behavior problems; behavior change; followup studies; class management; emotionally disturbed; operant conditioning; student behavior; family problems

Reported were two experiments which investigated, respectively, the maintenance of appropriate classroom behavior in children with behavior problems following treatment in an experimental classroom and cross situational consistency and generalization of treatment effects. In the first experiment followup performances of two groups of five subjects each were compared after treatment in a token economy. With one group additional procedures were implemented in the regular classroom to facilitate maintenance of their post treatment appropriate behavior. Treatment effects for subjects receiving treatment plus maintenance generalized to a much greater extent over the long term than did treatment effects for subjects who received only experimental treatment. In the second experiment five of the children were observed in family interactions in the home to determine whether the children, who were clearly deviant at school, were also behavior problems at home. Children and families examined after treatment demonstrated more child deviancy and parental negativeness than before treatment. It was thought that suppression of behaviors in the school setting may have caused an increase in the same behaviors in the home. (GW)

ABSTRACT 201

EC 05 0201 ED 069 096
Publ. Date May 72 61p.
Walker, Hill M.; Hops, Hyman
The Use of Group and Individual Reinforcement Contingencies in the Modification of Social Withdrawal. Report No. 6.
Oregon Univ., Eugene. Center for Research in the Behavioral Education of the Handicapped, Dept. of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
7-0706

Descriptors: exceptional child research; withdrawal tendencies (psychology); socially maladjusted; behavior change; emotionally disturbed; positive reinforcement; peer relationship; interaction process analysis; socialization; social relations

Investigated was the effectiveness of various reinforcement contingencies in diminishing social withdrawal in children, which is defined in terms of low rates of social interaction. Ss were three socially withdrawn first and second graders in three different regular classes, as determined by scores on the Walker Problem Behavior Identification Checklist. A behavioral coding system was developed for observing and recording social interactions in the classroom. Following training of the withdrawn child in social interaction skills using a symbolic modeling procedure, the S was reinforced (earned points) when she got a peer to initiate to her in Experiment I; in Experiment II, the peer group was trained and then earned points for each initiation by the S to a peer; Experiment III was a combination of I and II. Results showed that individual token reinforcement, group token reinforcement, and a combination of individual and group reinforcement were all effective in increasing social interaction rate of withdrawn Ss, with the combined procedures in Experiment III producing the most dramatic changes in rate. (KW)

ABSTRACT 307

EC 05 0307 ED N.A.
Publ. Date Win 72 12p.
Bolstad, Orin D.; Johnson, Stephen M.
Self-Regulation in the Modification of Disruptive Classroom Behavior.
EDRS not available
Journal of Applied Behavior Analysis; V5 N4 P443-54 Win 1972

Descriptors: exceptional child research; emotionally disturbed; behavior problems; primary grades; self control; behavior change

The study compared self-regulation and external regulation procedures in the treatment of children's disruptive classroom behavior. After baseline data were collected, three of the four most disruptive children in each of 10 first- and second-grade classrooms received reinforcement for achieving low rates of disruptive behavior. The fourth child served as a control subject throughout the experiment. Two of the three experimental subjects were then taught to self-observe their own disruptive behavior. In the final reinforcement period, these subjects were given control over dispensing reinforcers to themselves, based on their self-collected behavioral data while subjects in the other experimental group continued with the externally managed reinforcement. In extinction, reinforcement was discontinued for all subjects, but one of the self-regulation subjects in each classroom continued overtly to self-observe. Results indicated that both reinforcement programs reduced disruptive behavior. The self-regulation procedures were found to be slightly more effective in reducing disruptiveness than was the external regulation procedure. And the advantage persisted into extinction. Said to be suggested by the results is that self-regulation procedures provide a practical, inexpensive, and powerful alternative in dealing with disruptive behavior in children. (Author)

ABSTRACT 385

EC 05 0385 ED N.A.
Publ. Date Spr 72 7p.
Dinoff, Michael and Others
Controlling Rebellious Behavior Through Successive Contracts.
EDRS not available
Child Care Quarterly; V1 N3 P205-11 Spr 1972

Descriptors: exceptional child research; emotionally disturbed; behavior change; behavior problems; discipline problems; females; performance criteria; adolescents; performance contracts

Successive performance contracts were used in improving the behavior of emotionally disturbed girls in a therapeutic camp setting. Ss were three girls (two age 14 and one age 17 years) referred to

the camp for rebellious behavior and displaying pronounced passive-aggressive symptomatology. Ss and two female adult counselors agreed to short-term (1-2 days) performance contracts defining the expected behavior of Ss. Contracts were constructed to allow for reinforcement for small gains, frequent evaluation of progress, and frequent renegotiation of terms. Each time a contract expired, the Ss and counselors met and all made subjective scale ratings (scale of 1-100) regarding how well the S in question kept her agreement. Lengths of time for each contract varied, depending on the S's judgment of how long she could successfully keep it. Over the 7 weeks of camp, Ss obtained generally higher scores at each evaluation session, group consistency in rating increased, Ss' behavior and attitude improved markedly, and cooperation with the total camp increased. Advantages of performance contracting were seen to be enlistment of the misbehaving S's energies in the effort to deliver well-defined behaviors, and the provision of positive feedback (through evaluation sessions) for each successive approximation of desired behavior. (KW)

ABSTRACT 400

EC 05 0400 ED N.A.
Publ. Date (71) 19p.
Love, Robert M. and Others
A Functional Analysis of Reinforcement within a Social System.
EDRS not available
Hartford University, West Hartford, Connecticut

Descriptors: exceptional child research; reinforcement; special education teachers; behavior change; operant conditioning; emotionally disturbed; teacher attitudes; positive reinforcement; social change

The study sought to increase the frequency of positive social behaviors (smiles or praise for academic work and/or good behavior) by the teacher in an interdependent contingency system involving teacher and special education class. Ss were one male and one female experienced special education teacher, whose classrooms each consisted of 8 emotionally disturbed students (ages 6-11 years). During conditioning, a flashing light was contingent upon emission of target behavior by S. Rather than reinforcing teachers directly, reinforcement (candy) was given to the child members of the teacher-child social system. Results showed that, although teachers were unaware of the reinforcement contingency, they emitted more target positive social behaviors when this behavior was paired with the reinforcement for the class. It was concluded that contingent behavior can be modified by indirect reinforcement (reinforcing another person in the social system), and that direct reinforcement is not necessary in conditioning teachers to be more reinforcing. (KW)

ABSTRACT 663

EC 05 0663 ED N.A.
Publ. Date Dec 72 14p.
Bachman, John A.
Self-Injurious Behavior: A Behavioral Analysis.
EDRS not available
Journal of Abnormal Psychology; V80 N3 P211-24 Dec 1972

Descriptors: exceptional child research; emotionally disturbed; behavior patterns; research reviews (publications); behavior theories; behavior change; reinforcement; self mutilation

The phenomenon of self-injurious behavior (SIB), sometimes called self mutilation or self-destructive behavior, is discussed in terms of its frequency of occurrence, the people whom it effects, its various topographies, some treatment methods, and a behavioral analysis of its etiology. Studies that have used the positive reinforcement of alternative behaviors, the withdrawal of positive reinforcement, extinction, and punishment to control SIB are reviewed and evaluated. Some ethical and practical considerations regarding the use of punishment for this disorder are discussed. A discriminative stimulus-conditioned reinforcer hypothesis and an avoidance hypothesis are proposed to explain SIB in terms of learning principles. Some of the possible aberrant organic foundations of SIB are also discussed. (APA)

ABSTRACT 684

EC 05 0684 ED N.A.
Publ. Date Spr 72 12p.
Fixsen, Dean L. and Others
Achievement Place: The Reliability of Self-Reporting and Peer-Reporting and Their Effects on Behavior.
EDRS not available
Journal of Applied Behavior Analysis; V5 N1 P19-30 Spr 1972

Descriptors: exceptional child research; emotionally disturbed; delinquents; adolescents; observation; behavior change

The reliability of the boys reporting their own behavior and the behavior of their peers was measured in two experiments at Achievement Place, a community based, family style, behavior modification program for delinquents based on a token (point) economy. The experiments indicated the following results: the boys were not naturally reliable observers, the reliability of peer-reporting could be improved by providing training on the behavioral definitions and by making points contingent on agreement between each boy's peer-report and an independent adult observer's report, the reliability of self-reporting could be improved by making points contingent on agreement between the self-report and the trained peer's report, and giving self-reports and peer-reports did not produce a systematic effect on the boys' room-cleaning behavior as measured by an independent observer. (Author)

ABSTRACT 1475

EC 05 1475 ED N.A.
Publ. Date Spr 73 6p.
Fjellstedt, Nancy; Sulzer-Azaroff, Beth
Reducing the Latency of a Child's Responding to Instructions by Means of a Token System.
EDRS not available
Journal of Applied Behavior Analysis; V6 N1 P125-30 Spr 1973

Descriptors: exceptional child research; emotionally disturbed; childhood; operant conditioning; behavior change; reinforcement; reactive behavior; time; Token System

An 8-year-old, emotionally disturbed boy's response latency in following directions was modified by the contingent application of a token system. To demonstrate reinforcer effectiveness, a multiple baseline approach was used. Measures were obtained for the time elapsed between the presentation of verbal directions and five performances: entering the experimental room, putting toys away, beginning academic work, putting toys away again, and returning to the classroom and completing preparations for leaving school. The five measures were placed on the token system at three different times. Results demonstrated that four of the five performances were clearly affected by the token system as their response latency for following directions decreased substantially. (Author)

ABSTRACT 1855

EC 05 1855 ED N.A.
Publ. Date Mar 73 9p.
Coleman, Richard G.
A Procedure for Fading From Experimenter-School-Based To Parent-Home-Based Control of Classroom Behavior.
EDRS not available
Journal of School Psychology; V11 N1 P71-9 Mar 1973

Descriptors: exceptional child research; emotionally disturbed; behavior problems; childhood; behavior change; operant conditioning; reading; mathematics; parent school relationship

A procedure was developed to establish control of three target classroom behaviors in an emotionally disturbed 11-year-old boy by making point reinforcers backed up by hard goods contingent upon working behavior in both math and reading classes. During the first condition, points were immediately awarded on a variable-interval schedule. After control was demonstrated by an ABAB design, fading was introduced to encourage generalization. In the second condition points were given at the end of each 15-minute session. The teacher subtracted points for inappropriate behavior in the third condition, while the period of time points could be earned was extended in the fourth condition. The procedure used in the last condition involved making the subject's weekly allowance contingent upon the teacher's report of the subject's behavior for the week. Behavior frequencies experimentally established were maintained during the fading procedures in both math and reading classes. (Author)

ABSTRACT 1862

EC 05 1862 ED N.A.
Publ. Date Jan-Mar 20p.
Drabman, Ronald S.
Child-Versus Teacher-Administered Token Programs in a Psychiatric Hospital School.

EDRS not available
Journal of Abnormal Child Psychology; V1 N1 P68-87 Jan-Mar 1973

Descriptors: exceptional child research; emotionally disturbed; agression; behavior problems; schizophrenia; adolescents; hospitalized children; behavior change; operant conditioning; feedback; reinforcement; peer acceptance; leadership training; student relationship; student teacher relationship; peer relationship

Twenty-two schizophrenic and/or aggressive adolescents aged 11-to 15-years old were involved in the study, which compared effectiveness of student administered with teacher administrered token economy programs. Results indicated that peers were as effective as teachers in reducing disruptive behavior, that feedback was not solely responsible for the effectiveness of token reinforcement, that peer feedback might be more important than teacher feedback, and that withdrawal from token reinforcement to feedback might be successful in retarding disruptive behavior when backup reinforcers are eliminated. (Author/MC)

ABSTRACT 2117

EC 05 2117 ED N.A.
Publ. Date Mar 73 7p.
Nelson, C. Michael and Others
Behaviorally Disordered Peers as Contingency Managers.
Behavior Therapy; V4 N2 P270-6 Mar 73

Descriptors: exceptional child research; emotionally disturbed; behavior problems; behavior change; operant conditioning; peer relationship; reinforcement

Nine behaviorally disordered children (8-to 11-years-old) in a residential camping program were trained to manage various aspects of behavior modification interventions involving nine peer proteges. Peer management was successful in changing the target behavior of the protege in eight of nine cases. The results have important implications for applying behavior therapy programs through peer groups instead of relying solely upon adult-dominated interventions. (Author)

ABSTRACT 2134

EC 05 2134 ED N.A.
Publ. Date Jun 73 8p.
EDRS not available
Endres, V. Joseph; Goke, Douglas H.
Time-out Rooms in Residential Treatment Centers.
EDRS not available
Child Welfare; V52 N6 P359-66 Jun 1973

Descriptors: exceptional child research; emotionally disturbed; surveys; residential centers; behavior problems; behavior change; reinforcement; timeout

Reported are results and conclusions of a survey of 50 residential treatment centers in Iowa, Minnesota, and Wisconsin for emotionally disturbed children to determine use of timeout rooms (conirol, or quiet rooms) and the centers' philosophy on timeout rooms. Reported are answers to such questions as who has authority for child placement in timeout rooms (therapist, child care worker, or supervisor were most frequently listed). Described and generalized are some of the observations, which indicate that the timeout room use is punitive and could damage a child's emotional health, that relationships between staff and students should replace use of timeout rooms, that no precautions are taken for a depressed or withdrawn child with suicidal tendencies, that eight centers' discontinuance of timeout rooms indicate an elimination trend (40% had a timeout room and 60% did not), and that the prevailing attitude perceives the timeout room as a means to help the child reestablish inner controls. Such conclusions as the following are emphasized: that plans and procedures be established for timeout rooms, that use decisions be made from a positive and not a negative approach, that visual and auditory observations of the child be recorded at 10 minute intervals, and that the child have the same meals, snacks, or bathroom privileges as other children. (MC)

ABSTRACT 2165

EC 05 2165 ED N.A.
Publ. Date Spr 73 9p.
Herr, David E.
Effects of Reinforcement on Task Attention and Work Production of an Emotionally Disturbed Adolescent.
EDRS not available
Newsletter Council for Children With Behavioral Disorders; V10 N3 P21-9 Spr 1973

Descriptors: exceptional child research; emotionally disturbed; adolescents; males; reinforcement; attention span; behavior change; operant conditioning

Investigated were the effects of monetary reinforcement on task attention and work production of a 17-year-old emotionally disturbed male. An independent math session was chosen as the focus of the investigation, and math tasks were presented on cards on which pennies were attached. The observation technique consisted of recording percent of on-task behavior during a 15 minute time period and work production, defined as the average number of operations complete per minute. Experimental conditions included immediate feedback and reinforcement, immediate feedback and monetary reward, monetary reward without immediate feedback, reversal, and reinstatement of immediate feedback and reinforcement. On task behavior was measured at 82% following the training period (from 35% at baseline), and the average number of operations increased from 1.7 operations per minute to 4.1 operations per minute. The method is suggested as a way to improve attending behavior with minimal teacher attention. (DB)

ABSTRACT 2174

EC 05 2174 ED N.A.
Publ. Date May 73 8p.
Rickard, Henry C. and Others
The Effects of Bonus Tokens Upon Productivity in a Remedial Classroom for Behaviorally Disturbed Children.
Behavior Therapy; V4 N3 P378-85 May 73

Descriptors: exceptional child research; emotionally disturbed; behavior problems; childhood; reinforcement; remedial instruction; behavior change; operant conditioning

The effects of no token, constant tokens, and bonus tokens upon classroom productivity in a remedial program for 32 behaviorally disturbed children (ages 7 to 14 years) were investigated. A constant level of token reinforcement was sufficient to maintain, but not increase, performance. A dramatic increase in productivity was associated with bonus tokens. The performance of subjects originally intended as a no-token group deteriorated so markedly that it became necessary to insitute a token system. (Author)

ABSTRACT 234

EC 06 0234 ED N.A.
Publ. Date Oct 73 10p.
Wiltz, N. A.
Behavioral Therapy Techniques in Treatment of Emotionally Disturbed Children and Their Families.
EDRS not available
Child Welfare; V52 N8 P483-92 Oct 1973

Descriptors: exceptional child education; emotionally disturbed; behavior change; operant conditioning; change agents

Behavioral therapy techniques have been successfully used in the treatment of emotionally disturbed children and their families in a Washington program. Assessment of parent/child interaction patterns is facilitated by a residence unit equipped to allow observation in which families are asked to stay for up to a week. The recording of behaviors provides an external measure of behavior change and sometimes reduces the need for therapy. The interactional relationship is broken down into discrete segments and principles of stimulus control, consequation, use of time-out, positive reinforcement, and behavior shaping are applied. Parents have been shown to be effective change agents with their emotionally disturbed children when instructed in behavioral techniques. (DB)

ABSTRACT 236

EC 06 0236 ED N.A.
Publ. Date Oct 73 10p.
Rawson, Harve E.
Residential Short-Term Camping for Children with Behavior Problems: A Behavior/Modification Approach.
EDRS not available
Child Welfare; V52 N8 P511-20 Oct 1973

Descriptors: exceptional child education; emotionally disturbed; behavior problems; childhood; adolescents; behavior change; operant conditioning; program descriptions; camping

Described is a program of short term residential camping which utilizes a behavior modification approach with 250 children (between 6 and 14 years of age) exhibiting behavior problems. Goals of the program include the alteration of specific behavior patterns and improvement in academic skills and attitudes.

Intensive staff involvement is seen to be provided by the two teacher therapists assigned to each group of six campers. A behavior prescription is explained to be drawn up for each child on the basis of the case study and includes reinforcements such as verbal praise, and extra privileges which are administered consistently and immediately throughout the program. Academic instruction is said to be integrated with outdoor activities. Emphasis is put on identification and modeling with the same-sex teacher. Results are reported to show campers improve in behavior and attitudes, and that the effects are lasting if postprogram recommendations are followed. (DB)

ABSTRACT 237

EC 06 0237 ED N.A.
Publ. Date Oct 73 9p.
Bardill, Donald R.
Group Therapy Techniques with Preadolescent Boys in a Residential Treatment Center.
EDRS not available
Child Welfare; V52 N8 P533-41 Oct 1973

Descriptors: exceptional child education; emotionally disturbed; childhood; males; group therapy; behavior change; operant conditioning

Described are group therapy techniques used with emotionally disturbed, preadolescent boys in a residential treatment center. Each group is explained to consist of six boys from 9 to 13 years of age with problems forming and maintaining interpersonal relationships, low self esteem, and dependency-independency conflicts. Control of behavior and effective therapy is seen to be enhanced by a point system which allows the boy to earn privileges by appropriate conduct and cooperation with therapy. Therapy techniques are given to include group discussion, free association, and games such as 'Bony Finger/Sugar Finger' (involving verbalization of likes and dislikes of another's actions) and 'Inner Circle' (in which a boy leads the therapy session). (DB)

ABSTRACT 291

EC 06 0291 ED N.A.
Publ. Date 73 98p.
Pizzat, Frank J.
Behavior Modification in Residential Treatment for Children: Model of a Program.
EDRS not available
Behavioral Publications, 2852 Broadway-Morningside Heights, New York, New York 10025 ($7.95).

Descriptors: exceptional child education; emotionally disturbed; behavior problems; childhood; adolescents; behavior change; operant conditioning; program descriptions

Described is a behavioral modification program for the treatment of emotionally disturbed children (6 to 14 years old) in a residential setting. It is stressed that the program can be added to existing treatment approached or serve as the basic treatment orientation. Basic principles of the operant conditioning model such as the influence of behavior consequences on behavior frequency are explained. Described is the center (consisting of two cottages each with 17 children and 10 staff members) at which the program was developed. Preliminary preparations including staff meetings and training sessions are noted. Discussed are specifics of the program such as the token system, the bank, the store, the reinforcement program, selection of target behaviors, the recreational program, the base-rate study, and clinical conferences. Implementation of the program is said to have included individual conferences with the children, staff communication, and individualized programs for problems such as enuresis. Note are further refinements of the program and adaptations for older children, such as utilization of peer praise for reinforcement. Discussed is a levels concept with program variations for Level I children (with profound difficulties in impulse control) to Level III children (whose behavior is similar to that of normal age mates). The author concludes with that the program's overall goal is to improve the child's self esteem. Noted are other program aspects such as care of children 'graduated' from the program, the educational program, program evaluation, and staff training. (DB)

ABSTRACT 403

EC 06 0403 ED N.A.
Publ. Date Oct 73 5p.
O'Leary, K. Daniel and Others
Parent and Therapist Evaluation of Behavior Therapy in a Child Psychological Clinic.
EDRS not available
Journal of Consulting and Clinical Psychology; V41 N2 P279-83 Oct 1973

Descriptors: exceptional child research; emotionally disturbed; behavior problems; therapy; therapists; psychologists; behavior change; professional education; parents; evaluation

Evaluations were obtained from the parents of 70 children, 4 to 16 years of age, who were treated by psychological interns in behavioral therapy training at the Stony Brook Child Psychological Clinic. Therapist ratings of specific problem improvement were obtained at close of therapy. Improvement ratings of the same specific problems were obtained from parents approximately six months later. Classification of a client as improved or unimproved depended on the averages of both the therapist and parent ratings of the presenting problems. The procedure indicated overall improvement in 87% and 90% of the cases, based on therapist and parent averages, respectively. Therapists rated 80% of all specific problems improved at termination, as compared to parent ratings of 77% of problems improved at followup. The correlation between the improvement ratings of each problem by parent and therapist was highly significant. Ninety-six percent of the parents liked their therapists and indicated warmth, understanding, and sincere interest in the client to be the therapists' most notable personal characteristics. (Author/MC)

ABSTRACT 1013

EC 06 1013 ED N.A.
Publ. Date Jan 74 11p.
Saposnek, Donald T.; Watson, Luke S., Jr.
The Elimination of the Self-Destructive Behavior of a Psychotic Child: A Case Study.
Behavior Therapy; V5 N1 P79-89 Jan 1974

Descriptors: exceptional child research; psychotic children; training techniques; behavior change; case studies; emotionally disturbed; childhood; operant conditioning; behavior patterns

A treatment procedure derived from R. Zaslow's 'rage-reduction' technique was explored as a method for eliminating severe chronic head-slapping behavior of an institutionalized psychotic 10-yr-old-child. After an initial reduction in frequency of the head-slapping behavior, the behavior was experimentally reinstated and then reversed again. Within a number of days of treatment, the head-slapping behavior was markedly reduced in frequency, and by 6 months the behavior was essentially eliminated. (Author)

ABSTRACT 1487

EC 06 1487 ED 089 519
Publ. Date 31p.
Beck, Ray
Behavior Modification of Emotionally Disturbed Youth, Final Report on Educational Adjustment Classes.
Great Falls Public Schools, Mont.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; behavior problems; program descriptions; behavior change; special classes; emotionally disturbed; childhood; adolescents; operant conditioning; diagnostic teaching; Title III

Presented is the final report of a 3-year Title III program which provided approximately 50 emotionally disturbed children (6- to 14-years-old) with special classes (40 pupils per class) utilizing behavior modification techniques and precision teaching. Explained are the project purpose of providing an instructional setting for children totally unable to function within the regular class, the project goal of returning the children to the regular class, and the project emphasis on the development of appropriate social and academic behaviors. Student selection is said to have been based on criteria such as average or above intelligence and a willingness by the parents for involvement in the program. Described are the project procedures including establishment of a baseline of social and academic behaviors, development of a plan sheet by the teacher (a sample is given), procedures of recording and charting target behaviors, classroom arrangement based on areas of high and low probability activities, and specific teaching strategies such as accentuating the positive and having students share decisions and credit. Among project outcomes reported are the expansion of the program to a class of 10 primary age mentally retarded students with severe behavioral prob-

lems, cessation of behavior control medication for all project children, return of 50% of students to the regular classroom, development of a parent program to instruct parents in techniques of behavior modification, inservice training for local teachers and administrators, and continuation of the program through local funding. Outlined are guidelines for precision teaching such as pinpointing the behavior. (DB)

ABSTRACT 1867

EC 06 1867 ED N.A.
Publ. Date 74 562p.
Lovaas, O. Ivar, Ed.; Bucher, Bradley D., Ed.
Perspectives in Behavior Modification with Deviant Children.
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($11.95)

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; behavior problems; behavior change; operant conditioning; research reviews (publications); research methodology; research design

Presented are 32 research reports on the use of behavior modification techniques with childhood maladaptive behavior. Focused on in the three papers on research design is the within-subject design which is explained to be a highly controlled and experimental method. Ways to build self-help and social skills are considered in the five papers of Section 2 such as 'Improvement of Retardates' Mealtime Behaviors by Timeout Procedures Using Multiple Baseline Techniques'. Examples of the five papers of Section 3 on building language behaviors are 'Acquisition of Imitative Speech in Schizophrenic Children' and 'Establishing Use of Descriptive Adjectives in the Spontaneous Speech of Disadvantaged Preschool Children'. Considered in the three reports of the section on fears in children are systematic desensitization of neurologically impaired children with phobic disorders, extinction of avoidance behavior, and school phobia. Centered on in Section 5 (5 reports) are problems in parental control such as the use of behavioral contracting within the families of delinquents. The management of school behavior is discussed in six papers with titles such as 'The Relative Effects on Math Performance of Single-Versus Multiple-Ratio Schedules--a Case Study' and 'How to Make a Token System Fail'. Dealt with in two papers are control over self-injurious behavior. The final section on achievement of appropriate stimulus control includes two papers on autistic children and one paper on teaching the severely retarded. (DB)

ABSTRACT 2100

EC 06 2100 ED N.A.
Publ. Date Jun 74 8p.
Callahan, Elizabeth
Classroom Management of the Emotionally Disturbed Child.
AVISO; P1-8 Jun 1974

Descriptors: exceptional child education; emotionally disturbed; behavior change; class management; guidelines; teacher role

Described are management techniques for teachers of emotionally disturbed children which are based on psychoeducational and behavior modification theories. Psychoeducational theory is found to support the following management tactics: planned ignoring to avoid providing the misbehaving child with the secondary gratification of teacher attention; proximity control; use of humor to defuse tension, removing the child from a group situation until he can respond to verbal controls; and teaching children ways of expressing their feelings through techniques of ventilation, skill development, and verbal insight. It is explained that the basic objective in crisis intervention should be to provide coping styles which will have long-term utility. The following behavioristic approaches are described: positive reinforcement, modeling, punishment, and desensitization. General rules for dealing with different emotional problems are suggested, such as holding limits without hostility with socially defective children and reinforcing communication in severely disturbed children. (GW)

ABSTRACT 2599

EC 06 2599 ED 094 544
Publ. Date 74 118p.
Hops, Hyman and Others
CORBEH CLASS (Contingencies for Learning Academic and Social Skills) Program for Acting-Out Children. Manual for Teachers. First Edition.

Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavior change; consultation programs; inservice education; aggression; reinforcement; program descriptions; class management

A program which describes contingencies for learning academic and social skills (CLASS) is explained to involve an educational consultant training teachers of acting out first and second graders to reinforce desired academic and social behaviors. Examined are the pre-intervention procedures of initial identification of acting out students, agreement to participate in the program, and data collection. Major program components are identified, including summary charts, green point cards, response counters, praise and scanning. Checklists for procedures to be implemented by the teacher on each of the program's 30 days are provided. Appendixes contain referral materials, program materials, and reference guides. (GW)

ABSTRACT 581

EC 07 0581 ED N.A.
Publ. Date 73 21p.
Phillips, Elery L. and Others
Achievement Place: Development of the Elected Manager System.
Reprint From Journal of Applied Behavior Analysis, Volume 6, Number 4, Winter 1973, P 541-561.

Descriptors: exceptional child research; emotionally disturbed; behavior problems; delinquents; childhood; adolescents; residential programs; behavior change; operant conditioning; task performance; evaluation; Token Economy;

A series of nine experiments was carried out over a 3-year period with 14 pre-delinquent boys (10 to 16 years old) to compare several administrative systems at Achievement Place, a family style behavior modification program. One aspect of the motivation system at Achievement Place was the token economy in which the youths could earn or lose points that could be exchanged for privileges. Several arrangements for assigning routine tasks and for providing token consequences for task performance were compared for their effectiveness in accomplishing the tasks and for their preference by the boys. The independent variables studied were individually assigned tasks versus group assigned tasks, consequences for individual performance versus consequences for group performance, and a peer managership that could be earned by the highest bidder versus a peer managership that could be determined democratically by the peers. The results suggested that the system that best met the criteria of effectiveness and preference involved a democratically elected peer manager who had the authority both to give and to take away points for his peers' performances. For additional information, see EC 070580, EC 070582, and EC 070583. (Author/LH)

ABSTRACT 791

EC 07 0791 ED N.A.
Publ. Date Mar 74 19p.
Lovaas, O. Ivar
A Behavior Modification Approach to the Treatment of Autistic Children.
Journal of Autism and Childhood Schizophrenia; V4 N2 P111-29 Mar 1974

Descriptors: exceptional child research; emotionally disturbed; autism; operant conditioning; behavior change; language instruction; research; reviews (publications); teaching methods; transfer of training; behavior theories; Self Stimulation; Self Mutilation;

Discussed from a behavioral perspective are theoretical approaches and recent educational and research developments in the field of childhood autism. Emphasized is the need to diagnose and treat specific individual behaviors rather than underlying personality processes. Reviewed is the history of the application of behavior theory to autism beginning with C. Ferser's analysis in 1961. Recent research developments in controlling self destructive and self stimulatory behavior, as well as in building appropriate behavior and expressive and receptive language are examined. Described are results of generalization and followup studies 1-to 4-years after treatment which indicate that behavior improvements can be generalized, but that maintenance of improvement is dependent

upon extension of treatment procedures. Three studies by the author dealing with stimulus over selectivity and one concerned with teaching autistic children in a group classroom situation are noted. (CL)

ABSTRACT 1055

EC 07 1055 ED N. A.
Publ. Date Dec74 8p.
Marholin, David and Others
Effect of Two Free-Time Reinforcement Procedures on Academic Performance in a Class of Behavior Problem Children.
Journal of Educational Psychology; V66 N7 P872-9 Dec74

Descriptors: exceptional child research; emotionally disturbed; behavior problems; adolescents; academic achievement; performance factors; behavior change; operant conditioning; positive reinforcement; reading;

Three behavior problem children, (11 to 14-years old), who had been placed in special education classes in a state mental health facility, were subjected to baseline and two sequential reinforcement conditions (reading reinforcement and chance reinforcement) to determine the effect of two free-time reinforcement procedures on academic performance. The results indicated that free time can function as a reinforcer producing increases in the percentage of items answered correctly. Further, the results indicated that improvements can be affected in other academic subjects when only reading accuracy is reinforced. Finally, it was apparent that neither a reading reinforced nor a chance reinforcement condition produced consistently differential results. (Author/LS)

ABSTRACT 1191

EC 07 1191 ED N. A.
Publ. Date Sep 74 6p.
Bettison, S.
Simple Behaviour Modification Techniques as Aids in Teaching Parents of Autistic Children Child-Rearing Principles.
Australian Journal of Mental Retardation; V3 N3 P64-9 Sep 1974
EDRS mf; hc

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; behavior change; operant conditioning; parent education; parent child relationship; positive reinforcement;

A mother was trained to give approval and speech models to her 7-year-old severely disturbed autistic daughter. The training method involved E giving praise, as well as feedback from the records of training sessions contingent on the mother's performance. Approval was contingent on the child's cooperative behaviour and speech following the mother's model. All target behaviour increased, and this increase was maintained eighteen months later. The double behaviour modification programme appears to be an effective technique to change a dysfunctional relationship, and works quickly and simply as a training device for teaching child-rearing principles. (Author)

ABSTRACT 1202

EC 07 1202 ED N.A.
Publ. Date 75 87p.
Derisi, William J.; Butz, George
Writing Behavioral Contracts: A Case Simulation Practice Manual.
Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 ($3.50)

Descriptors: exceptional child education; emotionally disturbed; behavior problems; counseling; behavior change; operant conditioning; simulation; case studies; guidelines; positive reinforcement; Behavioral Contracts;

Intended for counselors, the practice manual provides simulated experience in writing behavioral contracts for a hypothetical case of a 15-year-old boy with behavior problems. The manual allows students to select target behaviors such as vandalism or management of free time and write a series of behavioral contracts. Contracting is seen to be a way to structure behavioral counseling by making each element explicit and written into an agreement for behavior change. Definitions of terms such as punishment and tangible reinforcer are provided. Chapters are given to identifying problem behavior areas, specifying behaviors and selecting a mediator, collecting baseline data, negotiation of the contract and selection of motivating reinforcers, components of the written contract, troubleshooting the contracting system, and sample contracts (covering delinquent behaviors and marital problems). (DB)

ABSTRACT 1215

EC 07 1215 ED N. A.
Publ. Date Win 74 12p.
Bednar, R.A.
A Behavioral Approach to Treating an Elective Mute in the School.
Journal of School Psychology; V12 N4 P326-37 Win74

Descriptors: exceptional child research; emotionally disturbed; withdrawal tendencies (psychology); intermediate grades; psychotherapy; tutoring; behavior change; operant conditioning; speech improvement; reinforcement; Mute (Elective);

A behavior modification approach using operant conditioning principles was developed to elicit speech from a 10-year-old elective mute boy. Treatment was administered by a therapist on a one-to-one basis for 24 sessions, after which therapy was continued in S's public school classroom. The treatment procedure included an explicit statement of the desired behavior and its consequences and the application of social and tangible reinforcement. Relatively normal speaking patterns were established after 15 months of treatment, and a followup investigation two years after termination of therapy found S making satisfactory progress. (LH)

ABSTRACT 1359

EC 07 1359 ED N.A.
Publ. Date Sep 74 10p.
Jones, Fredric H. and Others
An Extinction Procedure for Eliminating Self-Destructive Behavior in a 9-Year-Old Girl.
Journal of Autism and Childhood Schizophrenia; V4 N3 P241-50 Sep 1974

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; medical case histories; behavior change; operant conditioning; extinction (psychology); Self Mutilation;

A 24-week program of two daily 2-hour sessions of noncontingent social isolation was successful in eliminating multiple self-destructive behaviors in a 9-year-old autistic child. A previous program of response-contingent shock met with failure, resulting in increased self-destructive responding, complete suppression of self-feeding, and the necessity for constant physical restraint. Generalization of the extinction program to the ward was inferred on the basis of the subject's subsequent cessation of restraint-wearing, a decrease in self-destructive behavior in the dayroom and subsequently in other settings following the removal of restraints, and a renewed interest in food. A brief program based upon elements of the noncontingent social isolation program was sufficient to reinstitute self-feeding. The subject was gradually removed from social isolation sessions with no reappearance of self-destruction. However, during week 72, self-destructive behavior again appeared, at which time a reinstatement of the original program dramatically reduced its rate. (LH)

ABSTRACT 1721

EC 07 1721 ED N. A.
Publ. Date 74 290p.
Graziano, Anthony M.
Child Without Tomorrow.
Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($12.00)

Descriptors: exceptional child education; exceptional child services; emotionally disturbed; autism; psychosis; childhood; adolescents; program development; behavior change; operant conditioning; parent education; community programs; mental health; political influences; program descriptions; case studies;

Described are the development and dissolution of a group behavior modification program for 208 severely emotionally disturbed and autistic children over a 6-year period. The effects of political influences on the mental health power structure are probed. Summarized are the program's behavioral approach and the training of nonprofessional staff. Case studies and initial behavior of four children are reviewed, and program structure, stimulus control and initial teaching strategies are discussed. Considered are behavior changes (increases in response rate and use of effective reinforcement) over the first 100 sessions. The process of shaping complex social behavior, including academic and snack-time responses is recounted. Analyzed are such methods of controlling aggressive and tantrum behavior as extinction, timeout from reinforcement and relaxation training. Reported is the

program's extension into a summer camp for emotionally disturbed poverty level children. Three case examples illustrate the emphasis on training parents as therapists. Program changes and expansion during the fourth year are reviewed, and reasons for its eventual dissolution are analyzed. A final chapter details suggestions for future programs and for parent action in the mental health field. (CL)

ABSTRACT 1866

EC 07 1866 ED N. A.
Publ. Date May 75 9p.
Rosenbaum, Alan and Others
Behavioral Intervention with Hyperactive Children: Group Consequences as a Supplement to Individual Contingencies.
Behavior Therapy; V6 N3 P315-23 May 75

Descriptors: exceptional child research; emotionally disturbed; hyperactivity; elementary education; behavior change; operant conditioning; positive reinforcement; behavior problems; group dynamics;

Group reward and individual reward for individual behavior were compared during a 4-week treatment and a 4-week maintenance period with 10 hyperactive elementary school children in two groups. Each child was rated four times daily on individually determined target behaviors, and at the end of the school day the child exchanged his cards for candy, either for himself (individual reward) or for himself plus his classmates (group reward). Standardized teacher ratings of hyperactivity and weekly ratings of problem behaviors both indicated a significant treatment effect although no difference was found between the two groups. The treatment effects were maintained during a 1-month treatment withdrawal. A teacher questionnaire designed to assess teacher satisfaction with the treatment programs indicated that the group reward program was significantly more popular than the individual reward program. The experimental results indicated that behavioral intervention can be successfully applied to hyperactive children, producing changes in behavior similar to those reported with drug-related therapies (Author)

ABSTRACT 1969

EC 07 1969 ED N. A.
Publ. Date 74 277p.
Brown, Alan R., Ed.; Avery, Connie, Ed.
Modifying Children's Behavior: A Book of Readings.
Charles C. Thomas, 301 E. Lawrence Avenue, Springfield, Illinois 2717

Descriptors: exceptional child education; emotionally disturbed; behavior problems; behavior change; operant conditioning; reinforcement; class management; theories; teaching methods;

Twenty-one readings on behavior modification with children are compiled. Introductory articles treat the following issues: the origins of behavior modification with exceptional children (S. Forness and D. MacMillan); current practices (T. Lovitt); systematic application of consequences (R. Whelan and N. Haring); learning theory approaches to classroom management (H. Clarizio and S. Yelon); and precision techniques in the management of teacher and child behaviors (M. Gaasholt). Also examined are the morality of behaviorism in education (J. Kaplan); the limitations and liabilities of behavior modification (D. MacMillan and S. Forness), and ways to make a token system fail (D. Kuypers, W. Becker and K. O'Leary). Promoting adaptive behaviors and decreasing problematic behavior are the themes of four articles on the following subjects: the reinforcement of cooperation between children (N. Azrin and O. Lindsley); behavior alteration in a special classroom (E. Zimmerman and J. Zimmerman); the use of emotive imagery in the treatment of children's phobias (A. Lazarus and A. Abramovitz); and classical and operant factors in the treatment of a school phobia (A. Lazarus, G. Davison and D. Polefka). Eight articles focus on the following classroom applications of behavior theory: token reinforcement programs in special classes (S. Axelrod); a token program in an adjustment class (K. O'Leary and W. Becker); the effects of loud and soft reprimands on the behavior of disruptive students (K. O'Leary, K. Kaufman, R. Kass and D. Drabman); an engineered classroom designed for emotionally disturbed children (F. Hewett, F. Taylor and A. Artuso); using grades as tokens and allowances as reinforcers for learning disabled children (H. McKenzie, M. Clark, M. Wolf, R. Kothera and C. Benson); a behavior modification class for Head Start children with problem behaviors (K. Allen, K. Turner and P. Everett); effects of teacher attention and a token reinforcement system in a junior high school special education class (M. Broden, R. Hall, A. Dunlap and R. Clark); and a variable interval contingency for the management of out-of-seat behavior (M. Wolf, E. Hanley, L. King, J. Lachowicz and D. Giles). Future trends are projected by T. Lovitt. (GW)

ABSTRACT 2354

EC 07 2354 ED N. A.
Publ. Date Mar 75 5p.
Bauermeister, Jose J.; Jeman, Jay Ann
Modification of 'Elective Mutism' in the Classroom Setting: A Case Study.
Behavior Therapy; V6 N2 P246-50 Mar 75

Descriptors: exceptional child research; emotionally disturbed; childhood; verbal communication; operant conditioning; reinforcement; behavior change; classroom environment; Mutism (elective);

Operant conditioning techniques were applied to a case of 'elective mutism' in an 8-year-old, third grade boy who refused to participate in classroom activities which required verbal communication. Outside the classroom setting, the S was observed to communicate freely and without difficulty. The treatment was administered by classroom teachers. The child's verbal expression in the classroom was considerably increased by making social and tangible reinforcers contingent upon hand raising, answering questions, and reading aloud; completion of classroom assignments was similarly improved. At the time the study was completed his grades had improved to such a degree that his teachers recommended his promotion to the fourth grade. Follow-up observation a year later indicated that treatment gains had been maintained. (Author)

ABSTRACT 2385

EC 07 2385 ED 105693
Publ. Date Jan 74 64p.
Sigelman, Carol K., Ed.
Behavior Modification in Three Settings. Monograph No. 2.
Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Social and Rehabilitation Service (DHEW), Washington, D. C.
Texas Tech Univ., Lubbock.
EDRS mf;hc

Descriptors: handicapped children; behavior change; operant conditioning; group living; interpersonal competence; exceptional child education; mentally handicapped; educable mentally handicapped; emotionally disturbed; severely handicapped; community programs; vocational rehabilitation; cooperative programs; daily living skills;

Three conference papers describe the implementation of behavior modification principles with severely handicapped (severely and profoundly retarded) institutionalized children, predelinquent adolescents in a group home, and educable retarded students in a special education secondary program. Discussed in the first paper on a behavioral approach to teaching social skills to the severely handicapped are such basic concepts as behavior measurement, contingent reinforcement, and shaping techniques. A token economy is the model presented in the second paper, dealing with predelinquent boys. Described are program elements including the community relationship, family-style environment, family therapy, and teacher parent training, along with the motivation system's three major components (point system, social reinforcement system, and self- government system). The use of a token economy with educable students in a cooperative special education and vocational rehabilitation program is considered in the final paper. Reviewed are program objectives, the 'open' token economy system, the use of sequenced job instructions as well as the academic program (for junior and senior high levels) and the work activities program (including print laboratory tasks and activities in daily living). (CL)

ABSTRACT 3146

EC 07 3146 ED N. A.
Publ. Date Mar 75 14p.
Romanczyk, Raymond G.; And Others
Increasing Isolate and Social Play in Severely Disturbed Children: Intervention and Postintervention Effectiveness.
Journal of Autism and Childhood Schizophrenia; V5 N1 P57-70

Descriptors: emotionally disturbed; play; group therapy; behavior change; social adjustment; exceptional child research; autism; schizophrenia; intervention; operant conditioning;

Evaluated in two studies with eight severely emotionally disturbed children (5-12 years old) was the effectiveness of a group treatment procedure to increase levels of isolate and social play. During daily half hour sessions, passive shaping and reinforcement were used to encourage isolate play in Phase 1 and social play in Phase 2. Results from the first study showed an increase in the target behaviors and, though social play decreased when all intervention was terminated, this behavior remained above baseline levels. A second study replicated the above findings with additional evidence that a gradual fading of passive shaping prevented the disruption of social play found in the first study. (SB)

ABSTRACT 3204

EC 07 3204 ED N. A.
Publ. Date 75 6p.
Alexander, Ron
Contingency Contracting with Behaviorally Disordered Children.
Journal of Developmental Disabilities ; V1 N2 P29-34 75

Descriptors: exceptional child research; emotionally disturbed; early childhood; childhood; parent role; mental health clinics; staff role; behavior change; attention span; operant conditioning; academic achievement;

Contingency contracting was used as a technique to improve attention to academic task behavior of 56 preadolescent emotionally disturbed children. The technique was managed by mental health personnel or parents of children attending class at a mental health center. Contingency contracting was associated with significant change in attention to academic task behavior when compared to the baseline condition of the sample. Although the change in behavior was significant for the sample as a whole, the parent managers did not effect a significant change as a group. (GW)

ABSTRACT 3354

EC 07 3354 ED N. A.
Publ. Date 73 13p.
Rutherford, Robert B., Jr.; Swist, Christine Ann
Behavior Modification with Juvenile Delinquents. Bibliography.
University of Southern California, Department of Special Education, Los Angeles, 90007.

Descriptors: exceptional child education; exceptional child services; emotionally disturbed; delinquency; behavior change; operant conditioning; bibliographies;

The bibliography on behavior modification with juvenile delinquents contains approximately 125 citations (including journal articles, books and papers) published between 1960 and 1974. References are listed alphabetically by author and usually include title, name of publication or source, date, and pagination. (LH)

ABSTRACT 3392

EC 07 3392 ED N. A.
Publ. Date Jul 75 10p.
Azrin, N. H.; Powers, M. A.
Eliminating Classroom Disturbances of Emotionally Disturbed Children by Positive Practice Procedures.
Behavior Therapy; V6 N4 P525-534

Descriptors: exceptional child research; emotionally disturbed; behavior problems; childhood; discipline; class management; behavior change; operant conditioning; Positive Practice;

In a study involving six emotionally disturbed boys (7-11 years old) enrolled in a special education class, the effectiveness of the Positive Practice (PP) procedure to eliminate disruptive behavior was evaluated. During 20 minute class periods, the incidence of disruptive behaviors (speaking aloud or getting out of the seat without authorization) was compared for the four study phases: warnings, reminders and reinforcements; loss of recess; delayed PP; and immediate PP. The PP procedure required the child to practice asking permission to speak out or leave his seat after a disruptive episode. Disruptive actions decreased by 95% when the practice requirement was delayed and by 98% when it was immediate, as compared to 60% reduction during the loss-of-recess procedure. The principal advantage of the PP procedure over the alternative methods was its reeducative value as well as its greater effectiveness. (Author/SB)

ABSTRACT 3611

EC 07 3611 ED N. A.
Publ. Date Sun. 75 10p.
Jesness, Carl F.
The Youth Center Project: Transactional Analysis and Behavior Modification Programs for Delinquents.
Behavioral Disorders; V1 N1 P27-36

Descriptors: exceptional child research; emotionally disturbed; delinquency; adolescents; behavior change; operant conditioning; institutional schools; staff role; program descriptions; rehabilitation programs; counseling; Transactional Analysis;

A 4-year research and evaluation project involving 904 institutionalized juvenile delinquents (15- to 17-years-old) was conducted at two youth centers to determine the effectiveness of behavior modification (B Mod) and transactional analysis (TA) in rehabilitation. In the TA group, caseworkers negotiated three types (academic, small group, and social behavior) of verbal treatment contracts with each S and community contracts which frequently involved difficulties that threatened living hall order were decided during group meetings. In the B Mod group, two token systems were set up: one geared to a recommendation for release, and the other affecting a youth's access to more immediately desired comforts, materials, services, and recreational opportunities. Results showed that the two programs were equally effective in reducing recidivism: the B Mod program resulted in greater gains on the observer ratings of behavior, and the TA program yielded greater gains on attitudinal and self report dimensions. Evidence suggested that the specific effects generated by both programs were further enhanced if the Ss felt positively toward staff. (SB)

ABSTRACT 1308

EC 07 1308 ED N. A.
Publ. Date 74 214p.
Graubard, Paul; Rosenberg, Harry
Classrooms that Work: Prescriptions for Change.

E. P. Dutton and Company, 201 Park Avenue, New York, New York 10003 ($7.95)

Descriptors: exceptional child education; handicapped children; regular class placement; special education; behavior change; operant conditioning; behavior problems; learning difficulties; educational needs; educational objectives; educational programs; teaching methods; models; conceptual schemes; innovation;

The authors criticize traditional educational practices and advocate using behavior modification to improve instructional programs for children with learning and behavior difficulties. Discussed in chapter 1 are advantages of behavior modification, definitions of aspects such as contingency and token economies, and negative effects of practices such as labeling and compulsory schooling. Described in chapter 2 are four experiments demonstrating students' application of an ecological-behavioral approach to modify teacher behavior, teacher tolerance of noise, behavior of normal children toward 'special' peers, and normal students' perceptions of special education settings. The importance of setting behavioral goals and the benefits of programmed learning are noted in chapter 3. In chapter 4, teaching adaptive behavior is examined in terms of free schools and curricula featuring instructional objectives and training in negotiation, communication skills, and adaptation to one's environment. Considered in chapter 5 are programs emphasizing individualized instruction such as learning centers, team teaching, and cross-age tutoring. Analyzed in chapter 6 are topics such as involving parents in program selection and the role of mental health specialists. Chapter 7 focuses on discipline and motivation for the exceptional child. The changing role of public education in current society is explored in the final chapter. (LH)

ABSTRACT 2037

EC 07 2037 ED N. A.
Publ. Date 74 323p.
Thomas, Edwin J., Ed.
Behavior Modification Procedure: A Sourcebook.
Aldine Publishing Company, 529 South Wabash, Chicago, Illinois 60605 ($15.00 Hard Copy, $6.95 Paperback)

Descriptors: exceptional child education; emotionally disturbed; behavior problems; behavior change; operant conditioning; behavior; rating scales; guidelines; interviews; observation; check lists; scheduling;

The book on behavior modification contains 25 articles covering a variety of technological subjects relevant to behavioral assessment and case and program management. An introductory article by P. London argues that behavior modification is basically a technology and that what passes for theory in behavior modification has been largely metaphor and paradigm. General procedural guidelines are the focus of six articles on the following topics: procedure for sociobehavioral practice in open settings (E. Gambrill, E. Thomas and R. Carter); a community program of child behavior therapy in Appalachia (R. Wahler and M. Erickson); a general model of precision social work and illustrative projects with clients (J. Green and W. Morrow); the methodology for experimental studies of young children in natural settings (S. Bijou, R. Peterson, F. Harris, K. Allen, and M. Johnston); a behavioral approach to the group treatment of parents (S. Rose); and behavior modification in adult groups (H. Lawrence and M. Sundel). Four entries discuss the following topics related to interviewing guidelines and styles: an interview guide for behavioral counseling with parents (C. Holland); the ecological interview as a first step in out-patient child behavior therapy (R. Wahler and W. Cormier); a transcript of an initial interview in a case of depression (J. Wolpe); and bias and therapist influence in behavioral assessment (E. Thomas). The following issues are raised in seven articles on observation, recording and monitoring: a coding procedure for teachers (E. Kubany and B. Sloggett); a universal behavior graph paper (J. Johnston); rapid computation of rates with a simple nomogram (R. Branch and S. Sulzbacher); an information system for measuring patient behavior and its use by staff (A. Colman and J. Boren); a paper money token system as a recording aid in institutional settings (D. Logan); the use of a credit card in a token economy (P. Lehrer, L. Schiff, and A. Kris); and a low cost, rapid delivery point system with automatic recording (R. Aitchison). Schedules and checklists are discussed in relation to the following items in six articles: a reinforcement survey schedule for use in therapy, training and research (J. Cautela and R. Kastenbaum); a fear survey schedule for use in behavior therapy (J. Wolpe and P. Lang); a factor analysis of the fear survey schedule (F. Landy and L. Gaupp); some correlates of self reported fear (M. Spiegler and R. Liebert); a verbal problem checklist for use in assessing family verbal behavior (E. Thomas, C. Walter and K. O'Flaherty); and a 30-item schedule for assessing assertive behavior (S. Rathus). A final article on electromechanical devices by W. Butterfield reviews instrumentation in behavior therapy. (GW)

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